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ABSTRACT

Two related components comprise this document: (1) the outline of a Comprehensive Plan describing a process for educational planning offering a framework for revitalization of the system; and (2) examining options for school consolidation moving North York to a system with a distinct middle-school component consisting of grades 6, 7 and 8. This document uses three major assumptions: future directions and developments are controllable; consolidation is not negative-it's a time for the system's program, morale and communications to be restored; and consolidation should be viewed in conjunction with issues of concern facing the system in the eighties. The report deals with the educational goals, divided into principles and assumptions, curriculum goals, and system goals. With over two hundred recommendations considered, five aims were established with the district's School Board of Trustee's endorsement, and the recommendation to establish a Middle School Development Committee, a Transitional Planning Committee, a Consolidation of Finances Committee, a Secondary School Consolidation Committee, and a Coordinating Committee was enacted. (CE)

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THE BOARD OF EDUCATION FOR THE CITY OF NORTH YORK

Office of the Director of Education

19 June 1980

To the Chairman and Members
of the Board of Education:

PART I

Education for North York in the Eighties

Attached is the report: Education for North York in the Eighties, three reports summarizing responses, and recommendations for further development.

Respectfully submitted,

K. KINZINGER
Director of Education

U.S. DEPARTMENT OF EDUCATION
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RECOMMENDATIONS RELATED TO THE REPORT - "EDUCATION FOR NORTH YORK IN THE EIGHTIES"

Introduction

At a meeting on November 26th, 1979, the Board adopted the following resolution:

> "that the Director of Education present to the Board as soon as possible a Guideline Plan for the Consolidation of Schools in all panels for the next five years and possibly longer, with adjustments and alterations to the three tier system if necessary."

In addressing this task, senior staff concluded that any Guideline Plan for consolidation must be prepared in the broader context of planning for the total system. What was required was a Comprehensive Plan, of which consolidation would be a part.

Three major assumptions form the basis for the report:

1. that it is better to act rather than react, and so increase the possibility of controlling the future directions and developments in this system;

2. that consolidation need not be viewed in negative terms; on the contrary, it can be seen as an opportunity for revitalization of the system in terms of programs, people, morale, human relations and communications; and

3. that consolidation should therefore be viewed in conjunction with other issues and concerns which will face the system in the 1980's.

The report entitled "Education for North York in the Eighties" is comprised of two related components. Part A consists of the outline of a Comprehensive Plan that describes and applies a process for educational planning in the City, and is designed to provide a framework for decision making that will offer the opportunity for revitalization of the system. Part B describes and examines options for school consolidation with the conclusion that North York should move towards a JK-8, 9-13 system with a distinct middle-school component. The middle-school component will consist of Grades 6,7,8. The transition would occur over the next decade and will reflect the effects of an enrolment decline of over 50,000 students.

On May 12, 1980, the Board received the report and approved dissemination for response from staff and the community. Presentations were made by the Director and senior staff members to principals, support staff, federations and community groups such as EDUCOM. Subsequently principals held staff and parent meetings and assistant superintendents organized community meetings on a family of schools basis in order to share the plan and gather responses.

During the period from May 12 until June 12, over 200 submissions were forwarded to the Director. These responses will be valuable in further development of the Plan, and will be available in the Minkler Library. The principal concerns expressed in the responses are outlined in the appended summaries. Several briefs are included in these summaries in order to illustrate the comprehensive and detailed nature of the submissions.

The recommendations included in this report reflect both the responses and the conviction of senior staff that reorganization of the system through consolidation is both necessary and appropriate.

"Part A" of the report is resubmitted unchanged on the understanding that suggestions already received for additional directions and modifications may be incorporated through the review process and through the recommended committee process.

"Part B" of the report has been complemented by the responses received to date, and will form the basis from which future recommended committees will work.

RECOMMENDATIONS - PART "A"

The responses of those who commented on "Part A" of the report were in the main positive and appreciative of the thrust towards action rather than reaction, and towards the concept of long-range planning. A number of questions were raised regarding achievement of the Five Aims, and a number of suggested additional directions and modifications were made which need to be examined for possible incorporation in "Part A".

On the basis of the foregoing -

IT IS RECOMMENDED THAT:

1. approval be given to the principles enunciated in "Part A" of the Report "Education for North York in the Eighties" including the Five Aims for the North York School system and the planning model, of which a key element is the cyclical review process;

2. a representative committee be formed by the Superintendent of Personnel Services which will:

   a) be established by 1 September 1980,

   b) develop detailed directions and corresponding activities with respect to the Aim "TO PROVIDE NORTH YORK STUDENTS WITH THE BEST STAFF AVAILABLE FOR THEIR DIVERSE PROGRAMS AND SPECIAL NEEDS",

   c) be composed of the following members:
      - two Trustees
      - Superintendent of Personnel Services
      - two members of the Elementary Federation, one of whom shall be a Principal
      - two members of the O.S.S.T.F., one of whom shall be a Principal,

   d) submit an interim report to the Standing Committee of the Board by 30 November 1980,

3. a representative committee be formed by the Director which will:

   a) be established by 1 September 1980,

3. b) develop detailed directions and corresponding activities with respect to the following Aims "TO DEVELOP AND IMPLEMENT PROCEDURES FOR IMPROVING AND THEN MAINTAINING MORALE" and "TO DEVELOP RELATIONSHIPS AMONG STUDENTS, STAFF, TRUSTEES AND ADMINISTRATORS WHICH WILL PERMIT THE SYSTEM TO ACHIEVE ESTABLISHED GOALS",

c) be composed of the following members:
- two Trustees
- the Director
- three teachers, one from each panel
- an Assistant Superintendent
- two representatives from the non-teaching staff
- one student representative from NYCOSP

d) submit an interim report to the Standing Committee of the Board by 30 November 1980;

4. the Communication Unit established by the Board on 16 May 1980 develop recommendations which will be consistent with the Aim "TO DEVELOP AND IMPLEMENT MORE EFFECTIVE COMMUNICATION WITHIN THE SYSTEM AND WITH THE NORTH YORK COMMUNITY" and submit an interim report to the Standing Committee of the Board by 30 November 1980; and

5. future Board and staff activities receive examination in terms of their contribution to achieving the Five Aims

RECOMMENDATIONS - PART "B"

The responses addressing "Part B" of the Report focussed primarily on comments and questions relating to the introduction of a middle school organization. Specifically there were questions related to philosophy, student needs, program, facilities, resources required, costs, staffing (including Federation affiliation) and community involvement.

The appended summaries reflect a wide range of concerns and suggestions and represent an invaluable supplement to "Part B" of the Report. It is evident that more time is required for a careful development of the Plan taking into account these responses.

THEREFORE IT IS RECOMMENDED THAT:

6. the responses received be considered as an adjunct to "Part B" of the Report;

7. that "Part B" of the Report and the responses be adopted as the base from which committees are established and from which they begin their investigations;

8. a JK-8, 9-13 system with a grade 6,7,8 middle school component be endorsed in principle, and that the implications for such a system be further examined;

9. the following committees be established to initiate the examination as mentioned in recommendation 8. above:

a) Middle School Development Committee which will:

i) be established by 1 September 1980,

ii) define a philosophy for North York middle schools,

iii) develop detailed direction statements for middle school program,

iv) develop detailed direction statements for middle school personnel, including school organization,

v) be composed of the following members:
- two Trustees
- a Superintendent of Schools
- two Assistant Superintendents representing Curriculum and Personnel Services
- two Elementary School Principals
- two Junior High School Principals
- two teachers
- a representative from the Department of Educational Planning, Research and Development to facilitate liaison with the Transitional Committee (See Recommendation 9.b)

vi) submit an interim report to the Standing Committee of the Board by 30 November 1980;

b) Transitional Planning Committee which will:

i) be established by 1 September 1980,

9. b) ii) prepare for possible transition by examining the following:
- staffing, including retraining and professional development needs
- program resources
- facilities
- transportation
- community liaison
- cross panel liaison

iii) prepare a plan for possible transition by utilizing the geographical approach as outlined in the Report "Education for North York in the Eighties" possibly as follows:
1982 - Areas 4, 5, 6 & 9
1983 - Areas 1, 2
1984 - Areas 3, 7 & 10
beyond 1984 - Area 8

iv) be composed of the following members:
- four Trustees
- a Superintendent of Schools
- two Assistant Superintendents with Family of Schools responsibilities
- an Elementary and a Junior High Principal
- a representative of the Plant Department
- a representative of the Department of Educational Planning, Research and Development to facilitate liaison with the Development of Middle School School Committee,

v) submit an interim report to the Standing Committee of the Board by 31 March 1981;

c) Consolidation Finances Committee which will:

i) be established by 1 September 1980,

ii) examine the financial implications of consolidation in terms of the reduction in the number of buildings, the potential of rental revenue, the conversion of buildings, utilities, transportation, school and central administrative savings, professional and program development, keeping in mind consolidation will occur within budget guidelines,

9. c) iii) be composed of the following members:
- two Trustees
- Assistant Controller of Finance,
- Assistant Controller of Plant
- Assistant Superintendent representing Educational Services
- Assistant Superintendent representing Families of Schools,

iv) submit an interim report to the Standing Committee of the Board by 1 May 1981;

d) Secondary School Consolidation Committee which will:

i) be established by 1 September 1980,

ii) develop a detailed consolidation plan for secondary schools that takes into account long-term enrolment trends, program trends, student needs and the possible transition of grade 9 students to secondary schools,

iii) be composed of the following members:
- two Trustees
- a Superintendent of Schools) - selection to represent
- two Assistant Superintendents) the three Regions
- Secondary School Principal - composite
- Secondary School Principal - academic
- Secondary School Vice-Principal
- Secondary School teacher
- Representative, Curriculum Branch
- Representative, Research Department
- Representative, Planning Section
- Representative, Personnel Services Department

iv) submit a final report to the Standing Committee of the Board by 30 April 1981;

e) Coordinating Committee which will:

i) be established by 1 September 1980,

ii) coordinate the activities of the above mentioned four committees,

iii) be composed of the following members:
- the Director
- the Chairmen of the above-mentioned four committees
- the Chairmen of committees recommended under "Part A", dealing with the Aims

9. e) iv) submit a final report with recommendations regarding possible implementation of a reorganization and consolidation into a JK-8, 9 - 13 system with a grade 6, 7, 8 middle school component to the Standing Committee of the Board in May 1981; and

10. the Board, through the Communication Unit, communicate regularly with staff, parents and community groups regarding the progress of the above-mentioned five committees.

The Special Committee on Review and Analysis Procedures, a Board sub-committee, which was established 26 November 1979, had as its terms of reference:

> "that the Special Committee's terms of reference be to examine the Review and Analysis Procedures as outlined in Section 6 of the Consolidation and Enrolment Report and the alternative procedures deferred by the Board at its regular meeting on 26 November 1979 with a view to recommending new or amended procedures following receipt of the Guideline Plan;"

It is apparent that the work of this committee should be closely aligned to the work of the committees recommended above. In addition, interim procedures need to be developed which address the possibility of school closings in June 1981.

THEREFORE IT IS RECOMMENDED THAT:

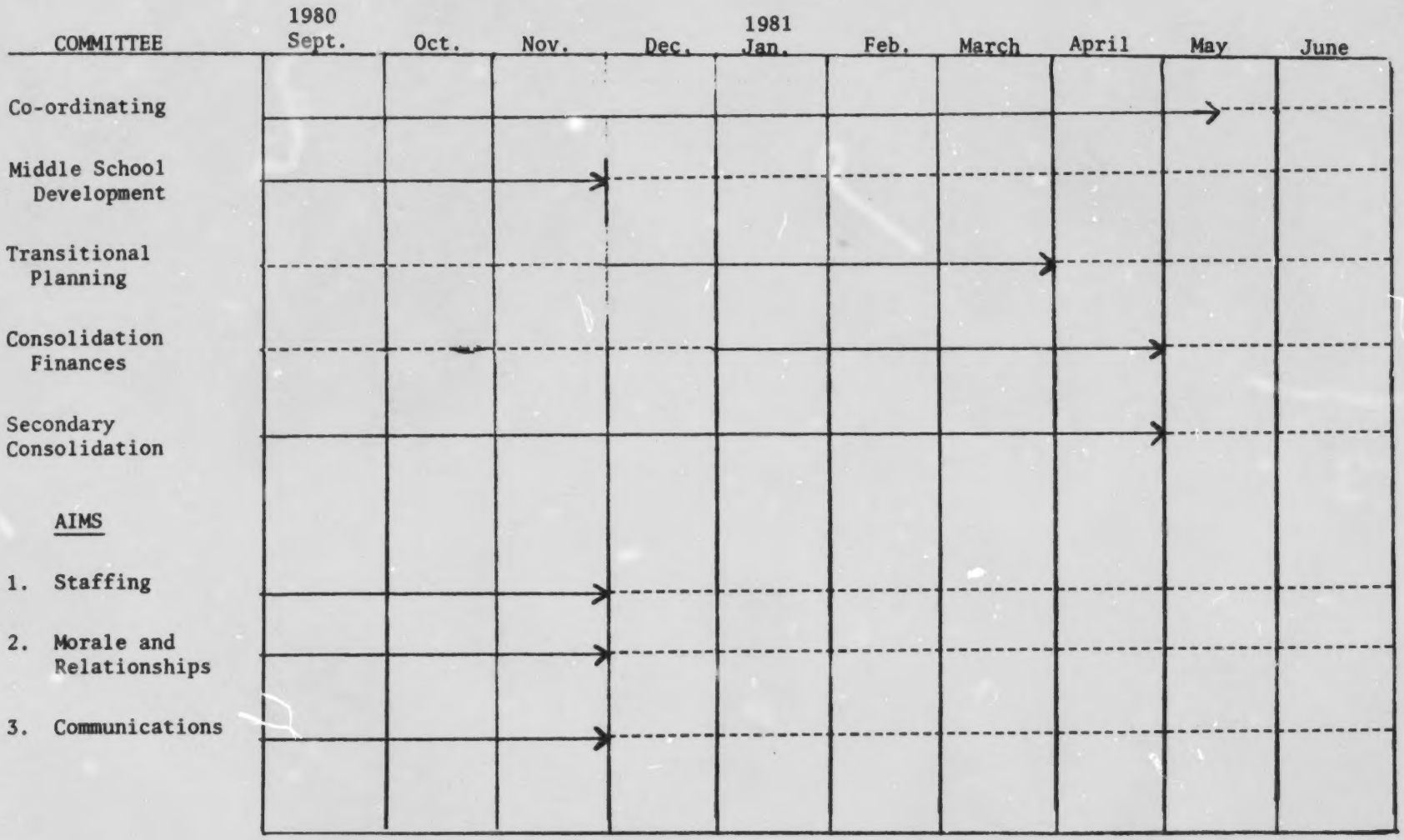
11. the terms of reference of the Special Committee on Review and Analysis Procedures, be superceded by the following terms of reference:

> prepare an Interim Review and Analysis Policy by 30 September 1980 which may be applied to those elementary schools whose projected 30 September 1981 enrolment will be below 121, and to those junior high schools whose projected enrolment will be below 301; and

12. the Trustees of this sub-committee form the nucleus of the Transitional Planning Committee.

TIME LINES FOR PLANNING COMMITTEE REPORTS

DATE OF REPORT TO BOARD



APPENDICES

EDUCATION FOR NORTH YORK IN THE EIGHTIES

INTRODUCTION

At a meeting on November 26th, 1979, the Board adopted the following resolution:

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In addressing this task, senior staff concluded that any Guideline Plan for consolidation must be prepared in the broader context of planning for the total system. What was required was a Comprehensive Plan, of which consolidation would be a part.

Three major assumptions form the basis for this report:

1. that it is better to act rather than react, and so increase the possibility of controlling the future directions and developments in this system;

2. that consolidation need not be viewed in negative terms; on the contrary, it can be seen as an opportunity for revitalization of the system in terms of program, people, morale, human relations and communications; and

3. that consolidation should therefore be viewed in conjunction with other issues and concerns which will face the system in the 1980's.

The report has been separated into two parts which are different yet related.

PART A (the Comprehensive Plan) describes a process for planning and identifies aims and directions for the 1980's. It is intended that this Plan will provide a framework for decision-making and an opportunity for innovative involvement.

PART B (School Consolidation) outlines the suggested approach to be taken in the future consolidation of schools. Part B is related to Part A in that it is an application of the process outlined in the Comprehensive Plan.

PART A

A COMPREHENSIVE PLAN

BACKGROUND

In May 1976 the Board endorsed the establishment of a senior staff team to explore the field of educational corporate planning for the purpose of recommending a model which could be gradually developed within the system. In the same year a Task Force on Aims and Goals was formed. Both groups subsequently produced reports which provide a foundation for comprehensive planning in North York.

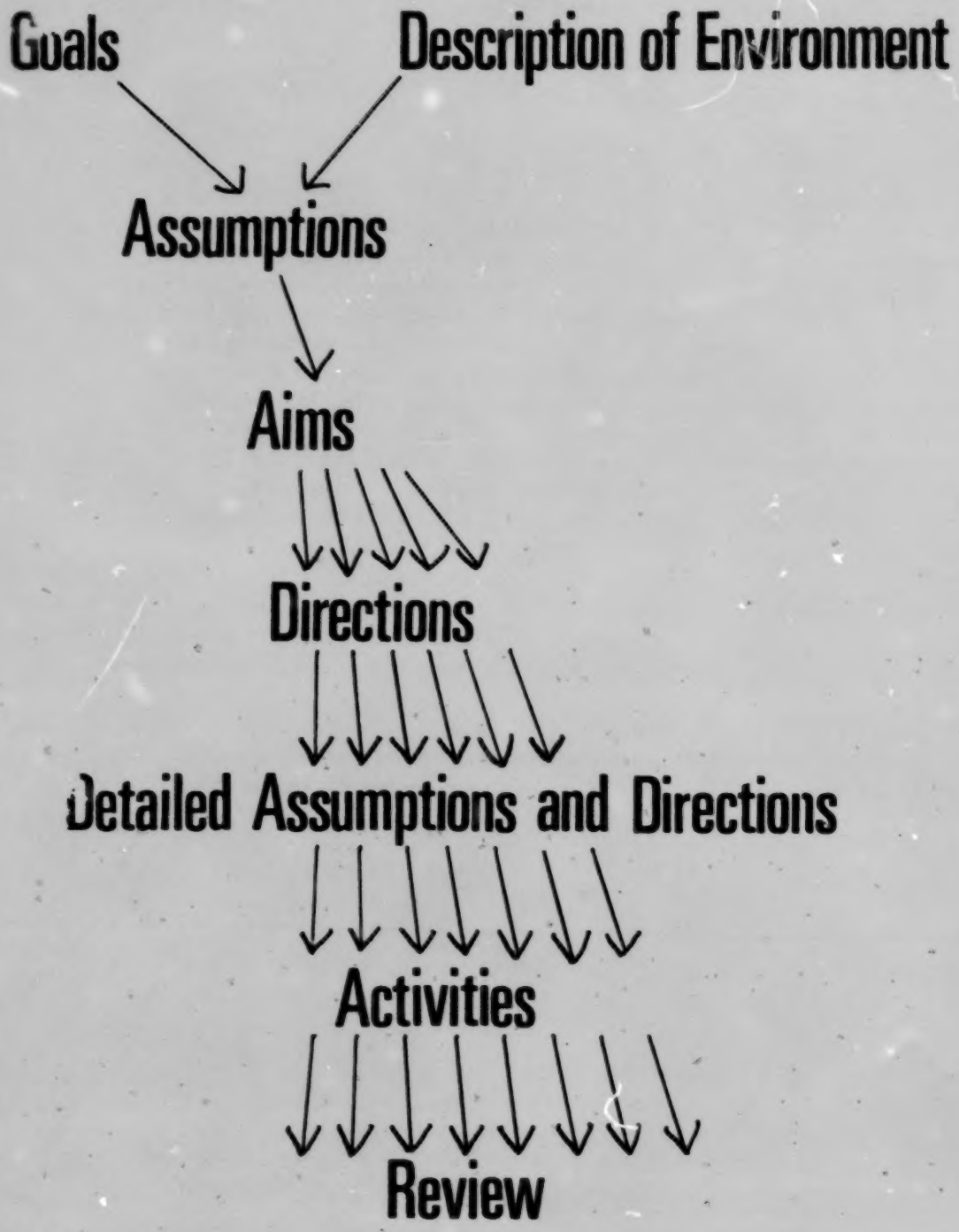
From this background, and with the added impetus of the need to deal with the effects of declining enrolment, senior staff began to develop a Comprehensive Plan in the fall of 1979.

This Plan emphasizes five aims for North York in the Eighties, and provides a process which will encourage a positive approach and a sense of renewal for education in North York.

THE PLANNING MODEL

The following chart illustrates the model used in the development of this Comprehensive Plan. The components are described in the subsequent pages.

THE PLANNING MODEL



EDUCATIONAL GOALS IN NORTH YORK

The Educational Goals for North York (see page 5) were endorsed by the Board of Education on June 19, 1978. The Goals are the result of the report of the Task Force on Aims and Goals. The Task Force, composed of Trustees, administrators, teachers, students, and members of the community, examined past Board policies, read numerous articles, studied Provincial Government documents, and debated relevant and complex educational issues. It assessed the responsibility of the school, discussed the requirements of the Ministry, and considered the type of learning environment and curriculum that should be provided for students. It also discussed the relationship of the school system to other institutions and the role of the school system as an employer. Finally, it took into consideration the views of nearly one thousand North York citizens who responded to the first draft of the document.

The final document which was submitted to and adopted by the Board included a primary goal for the system, an outline of principles and assumptions to guide the Board in achieving its goals, and a series of statements describing curriculum and system goals.

These statements represent the goals that this Board of Education strives to achieve, but this striving occurs in a changing environment. The political, social and economic conditions of our community in any given period will influence our planning for the future.

THE BOARD OF EDUCATION FOR THE CITY OF NORTH YORK

EDUCATIONAL GOALS

THE PRIMARY GOAL OF THE NORTH YORK BOARD OF EDUCATION IS TO PROVIDE A LEARNING ENVIRONMENT IN WHICH STUDENTS HAVE AN OPPORTUNITY TO DEVELOP THE NECESSARY SKILLS, KNOWLEDGE, ATTITUDES AND VALUES FOR LIVING IN AND CONTRIBUTING TO CANADIAN SOCIETY.

PRINCIPLES AND ASSUMPTIONS

THE FOLLOWING PRINCIPLES AND ASSUMPTIONS SHOULD GUIDE THE NORTH YORK BOARD OF EDUCATION IN ACHIEVING ITS GOALS:-

- programs should involve "the whole student"
- individual and group differences should be respected and provided for. Particular attention should be given to the needs of women and minority groups.
- common interests, social cohesion and national pride should be emphasized.
- the effect of environments other than the school on the student's learning and development should be understood, appreciated, and accommodated.
- the school system should take into account the state of the local, national and global economy; political and economic reality; available human and material resources; scientific and technological discoveries; changing priorities; population trends and lifestyles.
- The school system should recognize that the future of society will be determined to a large extent by the values people hold, the relationships they build, and the environment they create.
- students should be encouraged and helped to:
  - become lifelong learners
  - make wise decisions
  - be open to new ideas
  - respect themselves and others
  - protect their environment
  - enjoy life
  - achieve fulfillment through work, thought, leisure, and interpersonal relationships
  - cope with change and stress
  - take responsibility

CURRICULUM GOALS

TRANSLATED INTO CURRICULUM GOALS, THE BOARD'S RESPONSIBILITY INCLUDES PROVIDING STUDENTS WITH THE FOLLOWING OPPORTUNITIES:-

INTELLECTUAL

- to become proficient in speaking, reading, writing, listening, and comprehending in English;
- to recognize and appreciate that French is a major cultural element in Canadian life and to facilitate the learning of (and in) the French language;
- to acquire competence in the use and interpretation of the various forms of modern communication;
- to become proficient in basic mathematics and knowledgeable in the sciences;
- to appreciate and encourage participation in the producing and performing arts;
- to become familiar with and appreciate the cultures of the many people who make up Canada, and, where desired and feasible, to study their languages;
- to understand Canada and its place in the world;
- to develop the ability to work independently, and in groups, to set goals, fulfil obligations, ask questions, make judgements, and think creatively;
- to do career planning, and prepare and train for useful employment;
- to become a life-long learner.

PHYSICAL

- to become aware of the needs and value of both physical fitness and balanced nutrition;
- to understand and respect the nature and functions of the human body;
- to develop skills of physical education.

EMOTIONAL

- to develop a positive self-image and a sense of joy;
- to be comfortable in expressing thoughts and feelings;
- to be able to cope with change and stress;
- to develop a concern for others and feelings of mutual trust.

SOCIAL

- to get along with others;
- to recognize and accommodate both the rights of the individual, and the priorities of a concerned society;
- to become aware of, develop respect for, and become involved with the many peoples who make up Canada;
- to understand sexuality and recognize the equality of the sexes;
- to develop a sense of pride in Canada.

SYSTEM GOALS

THE COMBINATION OF EDUCATIONAL, POLITICAL, SOCIAL AND BUSINESS ROLES HAS AN IMPORTANT INFLUENCE ON THE LIFE OF THE COMMUNITY. TO DO A GOOD JOB AND TO SERVE ITS COMMUNITY WELL, THE NORTH YORK BOARD OF EDUCATION DEFINES ITS SYSTEM AND OPERATIONAL GOALS AS FOLLOWS:

- to set a budget that is sensitive to the needs of students and staff and is in the interests of taxpayers, and is based on clearly established goals and priorities.
- to make decisions on the basis of sound professional advice, coupled with community involvement and maximum public disclosure.
- to establish effective communication within the organization, and with all segments of the community;
- to select competent staff who can provide effective leadership and efficient management;
- to establish organizational structures that promote team-work and initiative, and that encourage the distribution of authority and responsibility as close as possible to the scene of the action.
- to insist on long-term planning, and critical and systematic appraisal of programs, policies and procedures.
- to promote personnel policies that are free from bias as regards to sex, creed, race or religion and that stimulate professional growth, dedication, job satisfaction and accountability;
- to develop good relations with all employee groups.
- to work in co-operation with various levels of government, with other Boards of Education, and with community and social agencies to improve services, avoid duplication, identify gaps and reduce costs;
- to strengthen the authority, responsibility and autonomy of the North York Board while acknowledging its interdependent relations with other political and social institutions;
- to recognize the political nature of public education, and to try to influence the political process in the best interests of the students, the staff and the community.

THE NORTH YORK ENVIRONMENT

What do we know about the North York system and the community it serves and what can we reasonably predict about the future?

Pupil Enrolment

Enrolment for the system reached a peak of 106,000 in 1972 and has declined to 80,500 by 1979. Furthermore, enrolment is expected to fall to 50,000 by 1989.

Elementary School enrolment has declined from a maximum of 57,600 in 1970 to 36,700 in 1979 and will probably decline to 28,400 in 1989.

Junior High enrolment has declined from 21,700 in 1973 to 15,900 in 1979 and will likely decline to 8,300 in 1989.

Secondary School enrolment has declined from 29,700 in 1976 to 27,900 in 1979 and in all probability will decline to 13,600 in 1989.

Staff

It is projected that after attrition there will be 118 surplus staff in 1980, 107 in 1984, and 33 in 1989.

Excluding principals and vice-principals, the average teacher experience in 1989 will be 23 years, and the average age will be 49 years.

North York Adult Population

By 1989, the proportion of the North York population in the over sixty age bracket will have risen from 9 percent in 1976 to 15 percent and the percentage of families that have children will have decreased from 59 percent in 1976 to 43 percent.

Continuing Education

From 1975 to 1979 enrolment in continuing education programs rose by 25 percent. Daytime courses are becoming more popular and new programs have been well received.

Ethnicity

Approximately 25% of the Grade 3-6 students in North York were born outside of Canada, with over 100 different countries represented. Of these foreign-born students, one half learned a language other than English as their first language. Of the Canadian-born students, 20% learned a language other than English as their first language.

Use of School Space

With the continuing decrease in enrolments, the elementary and secondary school vacancy rates could be 50 percent and the junior high as high as 60 percent by 1989. If consolidation of enrolments continues, by 1989 there is a potential to rent approximately two to three million square feet of plant at an estimated revenue plus cost avoidance of 10 to 15 million dollars (1980 dollars) annually.

Financial Data

From 1972 to 1979, enrolments decreased by 24 percent, while the net operating budget increased by 81 percent. The net per pupil expenditures increased by 149 percent for elementary students and by 101 percent for secondary students. The North York residential mill rate increased by 73 percent. Furthermore, although the level of provincial support reached a peak of 34 percent in the mid 1970's, by 1979 the level had dropped to 20 percent. This is 4 percent lower than it was in 1970.

Summary

Such information and projections provide the needed background for planning and decision making processes in North York. A more detailed outline is included in Appendix A.

SOME ASSUMPTIONS ABOUT EDUCATION IN NORTH YORK

The next step in the planning process was the development of assumptions. Assumptions are statements of what we can expect based on what we know now. As far as possible, the future policies and positions of concerned groups such as the Board, Government, Federations, and Unions can and should be anticipated.

The major assumptions that pervade the Comprehensive Plan are that the Goals of Education for North York in the 1980's will remain as currently stated and that the Board will continue to respond to the many and varied needs of the system.

We can assume that special programs and schools will continue to be required, the demand for multi-cultural programs and services will increase and the provision of special education for exceptional students will become mandatory.

Enrolment will continue to decline beyond this decade and neither the birth rate nor immigration will increase significantly from current levels.

French will continue to be supported and summer school will be with us through the decade as will adult education programs.

The school will be expected to respond to a greater variety of community needs such as day-care provision, drop-back programs and vocational training in its broadest sense.

From a staffing perspective, it will be necessary to protect certain programs and personnel and there is likely to be little in the way of voluntary staff mobility between schools. It will also be difficult to find appropriate staff for "hard to staff" schools unless incentives and/or administrative transfers are used.

It will become increasingly necessary to provide opportunites for retraining or re-educating staff.

Declining enrolments will cause cancellation and relocation of some programs and this will place greater emphasis on program evaluation. Increasingly staff will need training outside of their own areas of expertise.

Inflation will continue at a significant rate resulting in continued financial constraints. This effect will be intensified by limited economic growth.

The need for effective communication will continue and strategies to achieve a high level of effective communication will be costly. There seems little doubt that the school will continue to provide the best communication vehicle to parents and the annual tax bill will become a significant communication device. Further, we can rely on the media to report on events occurring within education.

Many other assumptions could be made covering a wider variety of topics. Some of these assumptions will be proven incorrect by future events and some are within our direct control. However, the primary purpose of most of the assumptions is to provide a rational base for predicting and controlling our organizational future.

THE AIMS OF THE NORTH YORK SYSTEM

Given then the Goals of Education for North York, given a degree of understanding of the North York environment and having made some assumptions about our system, what should be our aims for the Eighties?

Over a period of several months, senior staff studied the Goals, the environmental information and the assumptions and identified aims -- the action priorities the system intends to emphasize in the immediate future. They identified many aims and discussed the assumptions underlying these aims. These aims were subsequently consolidated into five which form the basis of the Comprehensive Plan.

Basic to the approval of the comprehensive planning process and the Plan itself is the endorsement of the five aims which are presented below.

TO DEVELOP AND IMPLEMENT PLANS FOR DELIVERY AND CONSOLIDATION OF PROGRAMS AND SERVICES WHICH WILL PROVIDE OPPORTUNITIES FOR APPROPRIATE EDUCATION FOR ALL NORTH YORK STUDENTS.

TO PROVIDE NORTH YORK STUDENTS WITH THE BEST STAFF AVAILABLE FOR THEIR DIVERSE PROGRAMS AND SPECIAL NEEDS.

TO DEVELOP AND IMPLEMENT PROCEDURES FOR IMPROVING AND THEN MAINTAINING MORALE.

TO DEVELOP RELATIONSHIPS AMONG STUDENTS, STAFF, TRUSTEES AND ADMINISTRATORS WHICH WILL PERMIT THE SYSTEM TO ACHIEVE ESTABLISHED GOALS.

TO DEVELOP AND IMPLEMENT MORE EFFECTIVE COMMUNICATION WITHIN THE SYSTEM AND WITH THE NORTH YORK COMMUNITY.

DIRECTIONS

In order for the five aims for education in North York to be realized, the following directions are proposed. These directions are intended as general guidelines for developing specific activities which in turn will lead to the accomplishment of the aims.

In order to:

DEVELOP AND IMPLEMENT PLANS FOR DELIVERY AND CONSOLIDATION OF PROGRAMS AND SERVICES WHICH WILL PROVIDE OPPORTUNITIES FOR APPROPRIATE EDUCATION FOR ALL NORTH YORK STUDENTS,

we intend to:

1. develop an organizational structure that will facilitate planning and delivery of appropriate programs and services reflecting consolidation of reduced enrolments and the geography of the system; solve the program problems posed by rapidly declining junior high school enrolments.

2. continue to consolidate schools on a planned basis.

3. consolidate course options in selected secondary schools.

4. identify low priority programs and services and make appropriate recommendations to the Board.

5. increase our efforts in program evaluation by involving teachers, principals, co-ordinators, and program leaders in the program evaluation process, under the co-ordination of the supervisory officers, using established criteria.

6. refine our criteria and methods for evaluating students.

7. encourage system-wide planning for program implementation.

8. generate system-wide criteria, in keeping with the financial and political environment, for consolidating program. Accountability for program delivery will rest with local organizational units sensitive to local realities.

9. maintain an adequate cadre of administrative staff above the level of principal to meet the identified needs for management of the system.

10. develop a planning system that encourages interaction which is based on definite aims and directions.

11. develop ways of decreasing the drop-out rate in secondary schools.

12. address the attendance issue in secondary schools.

13. increase drop-back programs.

14. improve methods of identifying and responding to the special needs of individual students.

15. provide for the needs of exceptional students.

16. continue to offer instruction in French.

17. place more emphasis on school programs that prepare students for various employment experiences.

18. examine the position of the North York Board with respect to child care.

19. continue summer school and night school programs to meet the needs of our students.

20. provide programming to prepare students to make appropriate use of their leisure time.

21. recognize the technological issues that are upon us as we develop program.

22. continue to explore ways of sharing programs and services with outside agencies.

In order to:

PROVIDE NORTH YORK STUDENTS WITH THE BEST STAFF AVAILABLE FOR THEIR DIVERSE PROGRAMS AND SPECIAL NEEDS,

we intend to:

1. develop models leading to the retention of outstanding teachers who are subject to lay off.

2. establish a well developed continuous leadership training program.

3. refine the leadership identification process.

4. encourage and motivate teachers towards retraining to meet the needs of the system and the individual.

5. investigate an adequate retraining program to meet perceived needs.

6. increase the specialized qualifications of teachers of special programs.

7. continue to provide equal opportunities to all staff.

8. continue to be aware of the need for a range of role models for students.

9. ensure the high quality of all staff by refining the procedures and criteria for evaluation.

10. provide promotion procedures that are fair and are perceived to be fair.

11. maintain sufficient out of school staff to meet the needs of the system.

12. establish the limits of program expectations relative to our staffing resources.

13. improve the negotiation process.

14. obtain a continuing budgetary commitment for para-professionals.

15. assure the optimum use of staff by allocating human resources and facilities through effective planning.

In order to:

DEVELOP AND IMPLEMENT PROCEDURES FOR IMPROVING AND THEN MAINTAINING MORALE,

we intend to:

1. ensure that the directions and activities developed for the other aims take into consideration their impact on staff morale.

2. address vandalism and harassment of staff.

3. give positive recognition to staff contributions.

4. provide promotion procedures that are fair and are perceived to be fair.

5. develop additional ways to create a feeling of job satisfaction for all staff.

6. investigate an adequate retraining program to meet perceived needs.

7. maintain an adequate cadre of administrative staff above the level of principal to meet the identified needs for management of the system.

In order to:

DEVELOP RELATIONSHIPS AMONG STUDENTS, STAFF, TRUSTEES AND ADMINISTRATORS WHICH WILL PERMIT THE SYSTEM TO ACHIEVE ESTABLISHED GOALS,

we intend to:

1. develop a system of communication which will ensure that decisions will be based on a full knowledge of what is taking place in schools and which will increase the likelihood that those in schools will understand the reasons for the decisions.

2. clarify the roles of Trustees and management.

3. be sensitive to the political environment.

4. encourage system-wide thinking and actions.

5. clarify the decision-making process.

6. define the consultative process to take maximum advantage of its strengths and minimize its weaknesses.

7. continue to encourage the positive relationship between Trustees and local Assistant Superintendents.

8. re-examine the workload of staff members in terms of balance, function and current priorities.

9. increase the level of trust among staff, Trustees and management.

10. find ways to combat the expected morale problems associated with declining enrolment.

11. foster a sensitivity among Trustees to the managerial environment.

In order to:

DEVELOP AND IMPLEMENT MORE EFFECTIVE COMMUNICATION WITHIN THE SYSTEM AND WITH THE NORTH YORK COMMUNITY,

we intend to:

1. keep communication accurate, concise and jargon-free.
2. be more sensitive, positive and open in communicating.
3. make more use of the media through communication vehicles such as news releases, televised highlights.
4. create more ways to communicate effectively with the Federations and Unions.
5. give positive recognition to staff contributions.
6. continue to inform the community of Board policies, programs, proposals and decisions.
7. develop and maintain an effective communication network among all elements of the system.
8. recognize the role of the news media and facilitate objective reporting.
9. develop procedures that will provide opportunities for staff and the community to become involved, where feasible, whenever the Board plans to examine an issue that may result in a new program or policy or a major change to existing program or policy.

DETAILED ASSUMPTIONS AND DIRECTIONS

While the direction statements represent general guidelines to achieve the aims, it is necessary to develop detailed directions and assumptions for each direction that is addressed.

In the case of the first aim which deals with the consolidation of schools, senior staff have developed detailed assumptions and directions (see Part B). This has been done because of the urgency of the issue of school consolidation and in keeping with the mandate given to the Director by the Board in November 1979. In essence, the matter of declining enrolment is sufficiently important to demand that detailed planning be implemented as soon as possible.

NEXT STEPS - ACTIVITIES

After the Comprehensive Plan has been shared with Principals and Supervisory Officers, it will then be shared at meetings with every school staff in May. Each meeting will be chaired by the school Principal who will have available a video-tape presentation and a resource kit of the Plan. Assistant Superintendents will be encouraged to assist their Families and to attend some of the sessions. This is to be an involvement opportunity for staff in which they will be asked for responses.

Assistant Superintendents will be requested to arrange meetings for the community within their Family of Schools to share the Plan and gather responses. It is intended that the meetings will be organized in consultation with the local Trustee.

The responses from all groups should be returned to the Director of Education so that the Plan can be refined during the months of May and June. The Comprehensive Plan will then be presented to the Board at a special meeting on Monday, June 23rd for formal examination.

Contingent upon its approval in June, the Plan will be examined at each level in the system to identify future activities for achieving each aim. Each Principal, Assistant Superintendent, Superintendent and Administrative Department Head will determine activities for each school, family, region and department. The Plan may be looked at through the following questions:

"What are the implications of this Plan for you?"

"What are the implications of this Plan for your staff/department?"

"What are the implications of this Plan for your students?"

"What must be changed in order to implement this Plan?"

"What support services/resources will be needed?"

The identified activities at each level will be co-ordinated through the existing organization. Each activity will state what will be done, by whom, when and how it will be accomplished. Principals will co-ordinate activities within a school, Assistant Superintendents within a Family of Schools, and senior staff within the system as a whole.

This process is consistent with the existing performance review procedures and can be incorporated into the present system without reorganization. Senior staff and the Board will monitor activities that relate to the system. Each activity will be evaluated in terms of the extent to which the aims have been achieved.

THE REVIEW PROCESS

A review process is essential for making the Plan dynamic and responsive to the changing needs of the system. This component outlines the procedure for the regular review and modificatior of the Plan.

In order that a review can be implemented effectively, it will be necessary to have a co-ordinating body which will collect information on a regular basis.

Information about:

i) the North York system
- students
- programs
- staff
- facilities
- finances

ii) the North York community
- social structure
- community needs
- other community agencies
- Metropolitan Toronto Board
- North York Municipal Government

and iii) the Province
- financial grants
- regulations
- program directions
- legislation

will be needed to evaluate the degree to which the Aims are being realized. This information will also be needed to address the broader issue as to whether or not the Aims and directions presented here will continue to be priorities for education in North York.

PART B

SCHOOL CONSOLIDATION

During the next decade, the enrolment in North York will continue to decline dramatically, particularly at the Junior High and Secondary levels. In fact many of our Junior High Schools are already beginning to experience some difficulties in offering the full range of program. The issue of providing appropriate program for students is really the priority which has caused school consolidation to be viewed as a realistic necessity. This section of the report addresses consolidation within the context of the Comprehensive Plan.

BACKGROUND

In response to declining enrolment, a Task Force on Appropriate School size was struck in 1976 and reported to the Board in March 1977. School Study Committees were then established and policy and procedures for school closures were adopted by the Board. In May 1978 Review and Analysis Committees were established for each individual school or group of schools identified by the Board as being under consideration for closing. The Review and Analysis Committees were composed of representatives from senior staff, trustees, the schools, the Planning Department, residents and parents. These committees ultimately reported through the Director to the Board of Education and as a result of this process the Board decided to close eight schools in June 1980.

In the fall of 1979, the Board requested that the procedures for establishing and conducting Review and Analysis Committees be reviewed and that staff develop a Guideline Plan for school consolidation. When senior staff considered the implications of the request, however, it was evident that future consolidation plans must be considered in conjunction with a Comprehensive Plan for the system.

In keeping with the planning process outlined in Part A, senior staff undertook a detailed examination of the effects of declining enrolment particularly in relation to the AIM

> "TO DEVELOP AND IMPLEMENT PLANS FOR DELIVERY AND CONSOLIDATION OF PROGRAMS AND SERVICES WHICH WILL PROVIDE OPPORTUNITIES FOR APPROPRIATE EDUCATION FOR ALL NORTH YORK STUDENTS".

The initial focus was on the elementary and junior high levels, while preliminary studies were undertaken with regard to the secondary level.

ELEMENTARY AND JUNIOR HIGH CONSOLIDATION

Detailed Assumptions

Elementary enrolment has declined from a maximum of 57,600 in 1970 to 36,700 in 1979. In addition, it is expected that the enrolment will decline to 28,400 by 1989. The junior high enrolment has declined from 21,900 in 1973 to 15,900 in 1979 and is expected to drop to 8,300 by 1989. It is also expected that the Central Region of North York will experience the most rapid enrolment decline.

In light of such information, it is assumed that enrolments will continue to be consolidated by school and program and that an effort will be made to use the best facilities available.

It is assumed that the Board will consider closing JK-6 schools when enrolment drops below 121, and the Junior High Schools when enrolment drops below 301, although the Board may consider consolidations within a community before the above enrolment figures are reached. Finally, although some junior high schools will continue to exist, alternative solutions for intermediate programming will be necessary in most areas of the city.

Based on these assumptions the following are directions to be taken to achieve consolidation.

Detailed Directions

It is intended that North York move towards a JK-8, 9-13 system with a middle school component consisting of Grades 6, 7, 8.

It is intended to minimize the number of students who must move as a result of consolidation, to minimize the distance that students must travel, to minimize the number of times that students must move and to provide bussing or alternate transportation arrangements where necessary, consistent with the Education Act which states that:

> "20 (2) A child is excused from attendance at school if,
>
> (c) transportation is not provided by a board for the child and there is no school that he has a right to attend situated,

"20 (2) (c) cont'd)

(i) within 1.6 kilometers from his residence measured by the nearest road if he has not attained the age of seven years on or before the first school day in September in the year in question, or

(ii) within 3.2 kilometers from his residence measured by the nearest road if he has attained the age of seven years but not the age of ten years on or before the first school day in September in the year in question, or

(iii) within 4.8 kilometers from his residence measured by the nearest road if he has attained the age of ten years on or before the first school day in September in the year in question."

In regard to staffing it is intended that within contractual agreements, adequate staff be provided in schools. It is also intended that staff morale be considered and every effort made to minimize the deterioration of staff morale through school closings. Furthermore, it is important to communicate effectively the consolidation process within all levels of the system and within the community at large.

Appropriate administrative organizations should be developed both within school and out of schools and a system maintained that meets Ministry of Education requirements as stipulated in The Education Act and Regulations.

It is also intended to make the most effective use of surplus space created by closings; to consider the long term implications for sites, and to minimize the costs involved including operating, capital, transportation and transition.

Finally, it is intended that North York be viewed as having ten geographic areas which can best be described as a division of the system by natural and man-made boundaries such as major highways, valleys (see map)*. This approach allows consideration to be given to the most efficient movement of young children within each area, although it is important to note, the geographic approach does not reflect administrative divisions nor do the areas necessarily coincide with present ward boundaries.

* Map follows appendices.

Three Options for Consolidation

Within each of the ten geographic areas, three organizational models were considered.

Option I

In this option, the present grade and panel organization is maintained, and schools are closed when enrolment falls below a designated number (121 elementary and 301 J.H.S.)

This is the most appropriate option for two geographic planning areas as their enrolment does not rapidly decline in the near future, (i.e. Areas 3 and 8). It would also provide for minimal movement of teachers and students in these two areas. In other geographic areas, however, a number of smaller schools would result, especially at the junior high level. As enrolment is projected to decline until the end of the decade, it would be necessary to close many junior high schools in the future thus causing continued disruption to the system.

A detailed outline of this option, if implemented across North York, is provided in Appendix B.

Option II

In this option, the current system would become a two panel system. This option would ensure that for program purposes the minimum size of the JK-8 schools would be at least 500 with two classes at each grade level. This option would provide a greater variety of resources and personnel for each school and would provide for few split classes and more flexible arrangements for classes of varying sizes.

Option II is the most appropriate option for one geographic planning area, i.e. Area 4.

A detailed outline of the implications of this option, if implemented across North York, is provided in Appendix C.

Option III

Option III proposes a JK-8, 9-13 system with a distinct middle school component consisting of Grades 6, 7, 8. They will be located, wherever feasible, in existing junior high buildings in order better to meet the program needs of those students. The move towards this system will occur in different years, in different geographic areas, depending on local enrolment and local needs. Schools resulting from consolidation should have at least 300 students in a middle school, and at least 175 students in the feeder JK-5 schools.

This option provides for minimal movement of students, minimal closing of schools in this decade and retains a tri-level system of education.

Option III is the most appropriate organization in the near future in seven of the ten geographic areas.

An outline of the implications of this option, if implemented in all geographical areas, is provided in Appendix D.

Rationale for a Middle School

The middle school is one of the several types of configurations of intermediate school organization. The following formats are fairly common:

a) Grades 7, 8, 9: The Junior High School (North York, East York, several boards in Western Canada and the United States)

b) Grades 7 & 8: The Senior Public School (Toronto, Scarborough, several boards in the Province of Ontario)

c) Grades 6, 7, 8: The Middle School (Etobicoke, several boards in the United States, including many jurisdictions which once had junior high schools)

d) Grades 7, 8, 9, 10: (some Separate School Boards in Ontario).

Some form of intermediate school is almost universal in the metropolitan centres of North America. The local decision on which of the several alternative formats to implement, tends to reflect enrolment patterns (present and projected), geographical configurations, and plant facilities. In North York the decision to create intermediate schools was made a quarter of a century ago; for the 1980's the issue is whether to attempt to continue our current format or, because of the unfavourable impact of declining enrolment upon programming in the junior high school, to introduce the Grade 6, 7, 8 middle school.

Several Boards have operated middle schools for many years; they have met with widespread success and a high measure of acceptability among students, parents, teachers and administrators.

The Report of the Task Force on "The Future Role of the Junior High School" (North York 1978) clearly enunciated the major objectives for the Junior High Schools:

1. To provide a genuine transitional environment that will nurture the growth of the early adolescent from dependence to independence.

2. To recognize within their programs the wide range of diversity of social, emotional, intellectual and physical development that exists at the early adolescent age level.

3. To provide the additional intellectual, physical, and creative stimulation that is commensurate with the expanding horizons and interests of young people at this age level.

All of these objectives are compatible with a middle school organization. In addition, a middle school of Grades 6, 7 and 8 would satisfy the recommendation of this Task Force that "the intermediate program in North York encompass not fewer than 3 years".

A decade ago the Ministry of Education created a radically different approach to secondary school education. The dramatic and mandatory changes in Circular H.S.1 confronted our junior high schools with the greatest single challenge since their inception. In providing the obligatory programming for Grade 9 students, the principal was put in the position of having to attend to this issue first; then only could the remaining resources be provided to the Grade 7 and 8 students. As enrolments declined, the problem worsened. The creation of a middle school in those parts of the City which have severe declines in enrolment will enable the principal to develop a unified program evenly distributed across all three grades. Any intermediate school will suffer from being <u>too</u> small, but a small middle school can do far more for its students than can a small junior high school. (North York developed its junior high schools to operate most effectively with enrolments of approximately 800-850 students).

Middle school programs are similar in style to elementary programs, so that more stress can be placed on core curriculum. The grouping of grades 6, 7, 8 is quite logical in this regard, particularly as studies of the Etobicoke middle school system point out that the grade 6 students are maturing at an earlier age than was previously the case.

Staff at all levels will have the opportunity in the next year or two to become involved in a professional endeavour which will be constructive, creative and stimulating. Some of the work already done in the development of strategies to implement P.P.J.D. will be readily available as a foundation. Many of the recommendations of the Junior High School Task Force can be implemented more fully than is currently possible; at the same time fresh and innovative initiatives can be explored for the greater benefit of our pre-and-early adolescent young people.

Conclusion

The evidence suggests that Option III is clearly the most desirable option to follow in the area of intermediate school organization. It minimizes the number of schools which must close; it minimizes the number of times students must move as schools are closed; it improves our ability to meet the program needs of the early adolescent; it moves grade nine into the Secondary Schools where the program needs of these students can be better met; it is consistent with many recommendations of the Junior High School Task Force; it ensures the continuance of a community based middle school; and finally, it is feasible in seven out of the ten geographic planning areas in the near future.

SECONDARY SCHOOL CONSOLIDATION

The decline in enrolment at the secondary level has just begun. However, it will be as severe as the declines already experienced at the elementary level and being experienced at the junior high school level. Accordingly, a study was undertaken in 1979 entitled "The Secondary School Program of the Future" to examine current course and subject offerings and services and to project future needs.

The following information has been gathered as part of this study:

i) a description of the enrolment patterns in each school for the past decade and the projections for the next five years.

ii) principals' opinions of the impact to date, if any, of decisions made as a consequence of decreasing enrolment; anticipated future impacts as enrolments continue to decline and suggested alternatives to be considered for the future.

iii) the number of courses offered at each school, each year since 1974-75, in each subject area, at each level.

iv) teachers' opinions of the skills, knowledge and attitudes secondary school students should acquire; the adequacy of secondary school education and changes which should be made to maintain the quality of education in the eighties.

v) through a futures exercise, the opinions of various people, e.g. teachers, department heads, co-ordinators, trustees, parents, students, about courses and subjects which should be offered in the future and alternative ways of structuring secondary schools to facilitate the delivery of programs as enrolments decrease.

vi) a review of literature regarding student's perceptions of the adequacy of their secondary school preparation and their attitudes toward work.

As the reports summarizing this information were not available until late April, senior staff was able to undertake only a preliminary examination of alternatives for secondary school consolidation based solely on projected enrolments for the next 10 years.

Detailed Assumptions and Directions for Secondary School Consolidation

During the process of developing a plan to guide the consolidation of secondary schools, the following detailed assumptions and directions must be kept in mind.

It is important to note, for instance, that enrolment in the secondary panel has declined from 29,700 in 1976 to 27,900 in 1979, is expected to decline to 13,600 by 1989 and is expected to level off at 11,000 by 1994. As in the case of the elementary and junior high school levels, the Central Region of North York will continue to experience the most rapid enrolment decline. Furthermore, it is assumed that the Board will consider closing academic secondary schools when enrolment drops below 501, composite secondary school below 801 and special vocational schools below 401 and that optional attendance will not be used to delay the consideration of a school for closing. It is also assumed, however, that the Board, at school request, may consider a group of schools for consolidation before the above enrolment figures are reached. Finally, it is assumed that enrolments will have to be consolidated by school and program and that an effort will be made to use the best facilities available.

Given these assumptions, the following directions should be taken to achieve consolidation. During consolidation, not only is it important to maintain a system that meets Ministry of Education requirements as stipulated in The Education Act, the Regulations and H.S.1, but it is also essential to view the consolidation period as an opportunity for revitalization of the system, an opportunity to look at new directions in program, types of schools and functions of schools in order to meet the changing needs of our students. During consolidation, schools should be closed as necessary, consistent with the reality of declining enrolment. Furthermore school sizes should be sufficiently large to ensure that program requirements are met. To this end, it is intended that as a result of consolidation the remaining composite schools have at least 1000 students and academic schools at least 700 students. It is also important that the consolidation process developed guarantee access to a full range of programs on a geographic basis.

We want to minimize the number of students who must move as a result of consolidation, to minimize the distance that students must travel, to minimize the number of times that students must move and to provide bussing or alternate transportation arrangements where necessary.

In regard to staffing it is intended that within contractual agreements, adequate staff be provided in schools. It is also intended that staff morale be considered and every effort made to minimize the deterioration of staff morale through school closings. Furthermore, it is important to communicate effectively the consolidation process within all levels of the system and within the community at large.

It is intended that an appropriate administrative organization be developed, both within school and out of school.

Finally, it is important to make effective use of surplus space created by closings, to consider long term implications for sites and to minimize the costs involved in consolidation including operating, capital, transportation and transition.

Alternative Options

The implications of four alternative options are examined with regard to secondary school closures.

Option A

In the first option, the secondary school system is maintained in its present context with schools being identified for review and consolidation when they decline to minimum practical enrolments * of 801 for composite schools, 501 for academic schools and 401 for special vocational schools.

Under these conditions four schools (3 composite and 1 vocational) would be closed from 1984 to 1989.

Option B

This option examines the consolidation process for the secondary panel in its present context when minimum practical enrolments of 1001, 601 and 401 are used for composite, academic and vocational schools respectively. Following this option, six schools (3 composite, 2 academic, 1 vocational) would be closed during the period 1982 to 1989.

Option C

Option C examines the use of minimum practical enrolments of 801 for composite schools, 501 for academic schools and 401 for special vocational schools to initiate the review process and to implement a consolidation plan with a primary aim of maintaining a composite school in each area.

Option C is similar to Option A in that it uses the same minimum practical enrolments and would result in the closing of the same number of schools. It is suggested as an alternative to Option A because of the concern that Option A results in the closing of three composite schools and no academic schools, which might not be in the best interests of the system. In this option it is proposed that when a school is identified because it drops to a minimum practical enrolment, this initiates a procedure whereby this school and adjacent schools are identified as a group of schools to be reviewed. As a result of the review process, it may be decided that one of the adjacent schools should close.

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* The minimum practical enrolment refers to the minimum number of students needed to guarantee the generation of a valid program at each grade level. If as a result of system reorganization grade 9's revert to the secondary panel, the minimum practical enrolments could increase to 951 and 651 for composite and academic schools, respectively.

Option D

The final alternative proposed is an examination of consolidation on the basis of several geographic areas. Each of these areas would be much larger than the 10 areas used for the elementary and junior high options. Each area would have a regular complement of composite and academic schools plus school specialization that serves local needs.

It should be emphasized again that these options represent only a preliminary examination of consolidation alternatives at the secondary level.

Process for Developing Details for Secondary Options

It is suggested that a committee be selected by September, 1980, to develop a more detailed secondary school consolidation plan.

Suggested membership of this committee:

- two Trustees
- Regional Superintendent (Chairman))
- Two Assistant Superintendents) - selection to represent the three regions
- Secondary school principal - composite
- Secondary school principal - academic
- Secondary school vice-principal
- Secondary school teacher
- Representative, Curriculum Branch
- Representative, Research Department
- Representative, Planning Section
- Representative, Personnel Department

The committee will be asked to develop a detailed consolidation plan that takes into account long-term enrolment trends, program trends and changing student needs. The plan should be responsive to system needs on a regional basis and will take as its starting point the Board response to the Comprehensive Plan at its meeting of June 23, 1980.

APPENDIX A

THE NORTH YORK ENVIRONMENT

ADDITIONAL INFORMATION

ENROLMENT PROJECTIONS

Grade	1980	1984	1989*
JK	3484	3542	3723
SK	3923	3842	4000
Grade 1	3892	3448	3604
Grade 2	3857	3205	3311
Grade 3	4007	3108	3189
Grade 4	4297	3109	3165
Grade 5	4608	3154	3335
Grade 6	4721	3294	3181
JK-Grade 6 ** Special Program	1266	1004	876
Grade 7	4504	3386	2737
Grade 8	4597	3696	2617
Grade 7&8 ** Special Program	554	420	337
Grade 9 (J.H.S.)	4670	3818	2515
Grade 9 ** Special Program (J.H.S.)	129	85	62
Grade 9 (S.S.)	869	850	532
Grade 10	6734	5071	3421
Grade 11	6533	4607	3161
Grade 12	5577	3904	2660
Grade 13	3385	2496	1717
Grade 10-13 Special Program and Basic Level ***	1700	1370	1000
E. S. Etienne Brûlé	590	510	420
Beattie and Yorkdale	948	910****	670

* Grade estimates for 1989 are an extension of present trends and must be considered preliminary and tentative only.

** Special Program enrolment predictions draw on present rates of growth and do not attempt to estimate the impact of compulsory legislation.

*** Special Programs at the secondary level are small in number and have been included in the special program/basic level total.

**** This figure will be heavily influenced by consolidation at all levels.

Panel	1972	1979	1980	1984	1989
Elementary	56800	36710	34055	27706	28384
Junior High	21800	15919	14454	11405	8268
Secondary	27500	27869	26336	19718	13581
Total	106100	80498	74845	58829	50233

ELEMENTARY SCHOOL ENROLMENTS AND PROJECTIONS

SCHOOL	ACTUAL ENROLMENT SEPTEMBER 1979	1984 PROJECTED ENROLMENT	1989 PROJECTED ENROLMENT
Ancaster	134	128	133
Anthony	150	118	115
Appian	182	117	102
Arbor Glen	469	373	350
Armour Heights	291	238	260
Bannockburn	262	224	240
Baycrest	275	223	243
Blacksmith	285	231	224
Blaydon	293	245	252
Bluehaven	190	147	135
Brian - English	381	305	300
- French	204	169	150
Broadlands - English	184	127	135
- French	242	264	245
Brookbanks	437	269	274
Brookhaven	422	417	430
Burnett	93	-	-
Calico	248	162	160
Cameron	263	199	215
Cartwright	77	-	-
Cassandra	310	195	201
Chalkfarm	222	182	185
Charles H. Best (W)	341	312	337
Cherokee	389	336	345
Churchill	170	181	205
Cliffwood - English	350	353	375
- French	242	240	235
Cornelius	194	185	202
Cresthaven	342	203	175
Crestview	561	429	425
Cummer	169	96	95
Dallington	532	333	342
Danesbury	151	112	119
Daystrom	767	628	657
Denlow	495	392	392
Derrydown	444	230	214
Downsview	298	239	242
Drewry	223	161	183
Driftwood	454	325	308
Dublin/Wilson	226	155	172
Dunlace - English	420	280	280
- French	153	170	165

SCHOOL	ACTUAL ENROLMENT SEPTEMBER 1979	1984 PROJECTED ENROLMENT	1989 PROJECTED ENROLMENT
Edithvale	144	116	111
Elkhorn	413	403	426
Ernest	441	335	350
Fairmeadow	206	115	102
Faywood	351	260	278
Fenside	420	305	325
Finch	251	212	229
Firgrove	586	447	448
Flemington	487	389	416
Forest Manor	629	466	455
Gateway	836	680	685
George Anderson	241	139	140
Glen Avon	109	-	-
Glen Park	174	185	187
Glen Rush	168	109	110
Gosford	326	220	229
Gracedale	473	325	358
Gracefield	313	246	254
Greenland	249	212	210
Grenoble	749	637	650
Gulfstream	323	178	194
Harrison	252	129	128
Highview	166	99	108
Hillmount	283	257	225
Hollywood	235	244	257
Joyce	409	297	338
Karen	360	280	399
Kenton	244	176	188
Kingslake	472	354	336
Lamberton	213	116	106
Lescon	519	316	299
Lillian	326	241	261
Mallow	147	115	110
Maple Leaf	436	272	283
McKee	237	249	265
McNicoll	321	225	275
Melody	186	140	133
Muirhead	385	263	380
Norman Ingram	173	129	129
O'Connor	279	231	245
Overland	136	79	80
Owen - English	205	121	135
- French	131	157	110

SCHOOL	ACTUAL ENROLMENT SEPTEMBER 1979	1984 PROJECTED ENROLMENT	1989 PROJECTED ENROLMENT
Page	161	99	88
Park Lane	88	-	-
Pelmo Park	168	128	139
Pineway	388	298	297
Pleasant	514	366	376
Ranchdale	214	100	85
Rippleton	226	151	165
Rockford	499	517	539
Roding	93	-	-
Roywood	313	192	197
Saranac	107	-	-
Seneca Hill	286	176	172
Shaughnessy	[illegible]0	208	190
Sheppard - English	549	436	430
- French	19	-	-
Shoreham	590	507	490
Silverview	129	95	82
Sloane	265	230	246
Snowcrest	321	135	148
Spenvalley	124	210	210
Spring Garden	98	-	-
Stanley	312	230	225
Steelesview	321	301	320
Stilecroft	301	263	275
Summit Heights	244	168	162
Three Valleys	296	192	202
Topcliff	598	522	526
Tumpane	422	280	282
Victoria Village	333	223	233
Whitfield	270	113	114
York Mills	144	102	98
Yorkview	446	387	403
Yorkwoods	680	619	621
Yvonne	181	130	135
Total Elementary	36539	27555	28229

JUNIOR HIGH SCHOOL ENROLMENTS AND PROJECTIONS

SCHOOL	ACTUAL ENROLMENT SEPTEMBER 1979	1984 PROJECTED ENROLMENT	1989 PROJECTED ENROLMENT
Bayview	496	292	203
Beverley Heights	557	390	263
C. B. Parsons	285	-	-
Charles H. Best (E)	396	201	134
Don Mills	542	409	288
Don Valley - English	692	518	353
- French	-	87	167
Donview Heights	626	436	272
Elia	703	535	422
Emery	524	418	385
Fisherville	536	365	255
G. B. Warren	599	315	195
Herron Valley	341	220	152
Highland	556	532	391
Jane	599	443	350
Lawrence Heights	359	415	260
Ledbury Park	444	342	311
Milneford	603	310	147
Northmount	517	347	230
Oakdale	759	673	555
Pierre Laporte	519	411	365
Pleasant View	732	564	390
Queensborough	570	452	292
R. J. Lang	511	286	220
St. Andrew's	547	335	168
Willowdale	446	295	208
Wilson/Dublin	263	210	159
Windfields - English	678	415	285
- French	-	177	206
Woodbine	772	555	355
Zion Heights	747	457	287
Total Junior High	15919	11405	8268

SECONDARY SCHOOL ENROLMENTS AND PROJECTIONS

SCHOOL	ACTUAL ENROLMENT SEPTEMBER 1979	1984 PROJECTED ENROLMENT	1989 PROJECTED ENROLMENT
A.Y. Jackson	1567	1263	965
Bathurst Heights	1099	743	505
C. W. Jefferys	1589	1034	658
Don Mills	1013	816	600
Downsview	1930	1287	859
Earl Haig	1420	817	504
Emery	1845	1117	687
George S. Henry	1226	765	493
Georges Vanier	2343	1837	1376
Nelson A. Boylen	793	662	450
Newtonbrook	1879	1238	789
Northview Heights	1671	1097	715
Sir Sandford Fleming	810	692	467
Victoria Park	1973	1324	878
Westview Centennial	2124	1472	1015
William L. Mackenzie	1068	704	508
York Mills	1664	1205	846
Total Secondary	26014	18073	12315
Total Elementary	36539	27555	28229
Total Junior High	15919	11405	8268
Total Secondary	26014	18073	12315
Total System	78472	57033	48812
Dellcrest P.S.	37	26	25
E.E. Jeanne Lajoie	134	125	130
A.I.S.P.	218	195	146
Avon Glen	28	30	30
E.S. Etienne Brûlé	606	510	420
L.S. Beattie S.S.	490	450	330
Yorkdale S.S.	513	460	340
	2026	1796	1421

Enrolment projections for the secondary panel, have been adjusted to reflect individual school gains or losses resulting from optional area attendance changes and to reflect the reduction of part-time student enrolments to full-time equivalents. The 1979 figures are head counts.

Professional Staff Projections

	1980	1984	1989
Total Teaching Staff *	4,064	3,149	2,608
Non-Teaching Professional Staff **	66	55	48
Academic Non-Staff Allocation ***	81	67	58

* Average teacher age in 1989 (excluding Principals and Vice-Principals): 49 years.
Average teacher experience in 1989 (excluding Principals and Vice-Principals): 23 years.

** The bulk of such Personnel are psycho-educational consultants and all but 6 provide direct services to students and teachers.

*** The bulk of such Personnel are co-ordinators, consultants and assistant superintendents who provide direct services to principals and teachers.

	1980		1984		1989	
	Teaching Staff	Hiring *	Teaching Staff	Hiring	Teaching Staff	Hiring
Elementary	1,600	-34	1,280	-12	1,318	42
Junior High	824	-72	651	-43	456	-18
Secondary	1,640	-12	1,218	-52	834	-57
	4,064	-118	3,149	-107	2,608	-33

* A negative number represents potential terminations and is based on a 1.8% attrition rate. Attrition rates may increase depending on Board policies and negotiated collective agreements. Future collective agreements may also provide for more favourable teacher/pupil ratios.

Continuing Education

Enrolment -

1975	1977	1979
869*	1090	1135

* Average daily enrolment in terms of full time equivalents.

- Enrolment in continuing education courses over the past five years has been fairly stable during the fall and winter sessions. On a year-round basis there has been a steady increase, particularly in the daytime programs offered. There is a positive response to all new programs whenever they are advertised. There also has been about a 10% increase in credit course enrolment.

- If the present trend in age distribution continues more than half of North York's population will be over 50 in 1998, as compared with 20% in this age group now.

Ethnicity

- Based on a survey conducted in the spring of 1978, 25% of the North York grade 3 to 6 population reported that they learned a language other than English as their first language.

- The survey also showed that twenty-five percent of the grade 3 to 6 population were born outside of Canada.

- Approximately 1/3 of the 18 families of schools have a grade 3 to 6 population in which 30% or more were either a) born outside of Canada, b) learned a language other than English as their first language, or both.

- Presently, 129 sponsored Indo-Chinese have registered in the North York school system.

ENROLMENTS & ACCOMMODATION

ELEMENTARY	Actual 1972	Actual 1979	1980	1984	1989
			(Thousands)		
Metro Rated Capacity minus 10%	62	64	61	61	61
Enrolment	57	37	34	28	28
* Surplus (Deficit) Capacity	5	28	27	34	33
JUNIOR HIGH					
			(Thousands)		
Metro Rated Capacity minus 10%	21	23	23	23	23
Enrolment	22	16	14	11	8
* Surplus (Deficit) Capacity	(1)	7	8	11	15
SECONDARY					
			(Thousands)		
Metro Rated Capacity minus 10%	24	28	28	28	28
Enrolment	28	28	27	20	14
* Surplus (Deficit) Capacity	(3)	1	1	8	14

(* Figures not exact due to rounding)

Use of School Space

- At present, the Board owns and operates 165 schools and three administrative buildings for a total of 10.3 million square feet of space.
- At present 225,000 square feet of space or 300 classrooms are rented to other organizations at an annual rental (including operating cost avoidance) of $800,000.
- The eight schools to be closed in September 1980 if rented to tenants could improve the Board's financial position by approximately $1.5 million annually.
- With the continuing fall in enrolment, the elementary, junion high and secondary schools could, on the average, be 50%, 60% and 50% empty respectively by 1989.
- If consolidation of enrolment continues, there is a potential to rent by 1989 approximately 2 to 3 million square feet of plant at an estimated revenue plus cost avoidance of $12 to $18 million annually in terms of 1980 dollars.

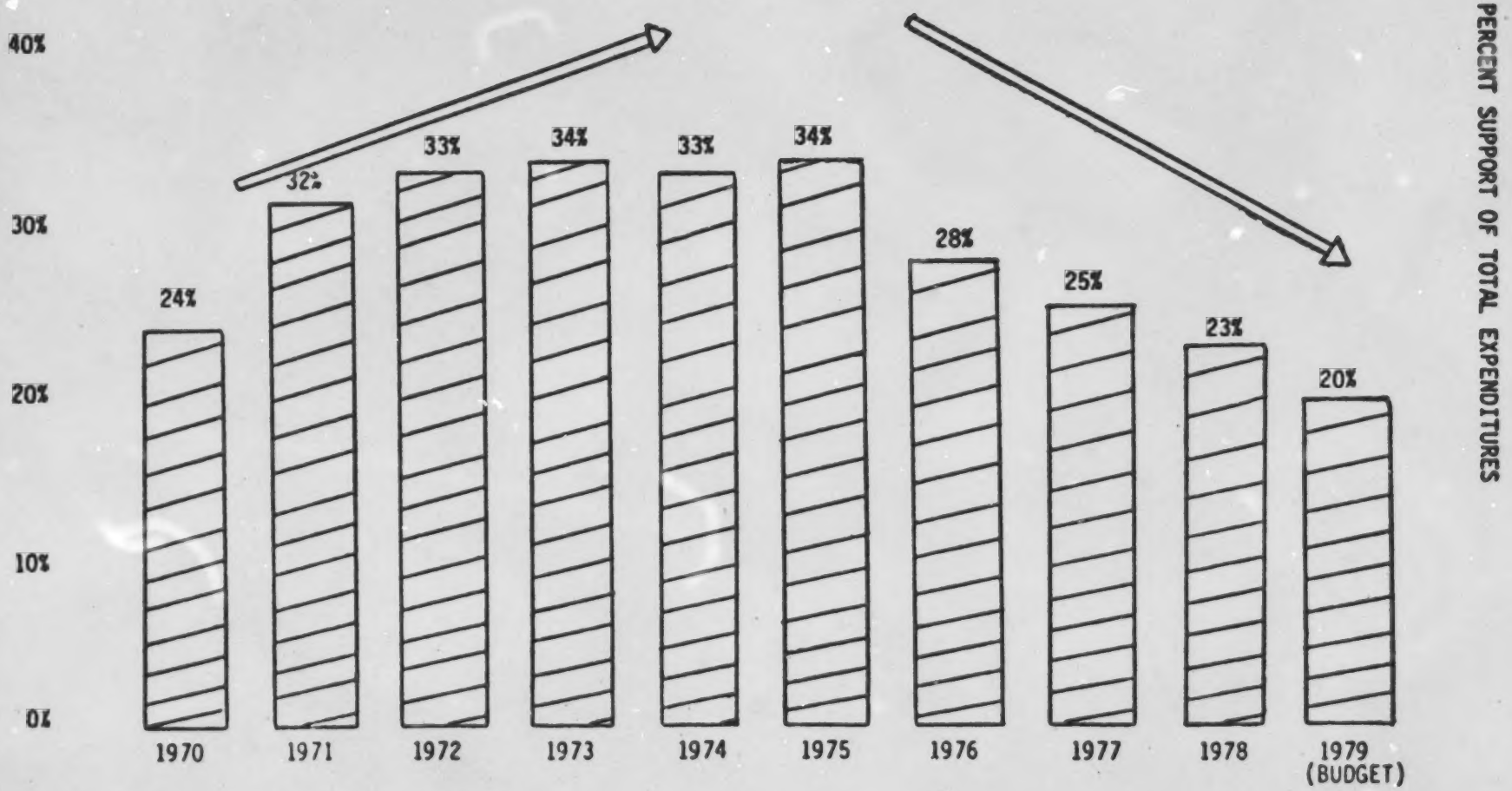
FINANCIAL DATA

		1972	1975	1976	1977	1978	1979	1972 to 1979 Increase (Decrease) Absolute	1972 to 1979 Increase (Decrease) %*
(i)	Enrolments (# in thousands) (JK + K = 1)								
	Elementary	57	50	46	43	40	37	(20)	(35.1)
	Junior High	22	21	20	20	18	16	(6)	(27.3)
	Secondary	28	29	30	30	29	28	(0)	(0)
		106	100	96	93	87	81	(26)	(24.5)
	% Decline*		(5.7)	(4.0)	(3.1)	(6.5)	(6.9)		
(ii)	Net Operating Budget ($ millions)								
	Elementary	55.0	72.4	82.3	89.1	91.4	92.1	37.1	67.5
	Secondary	45.2	60.0	72.5	[illegible]	85.5	89.6	44.4	98.2
		100.2	132.4	154.8	170[illegible]	176.9	181.7	81.5	81.3
	% Increase		32.1	16.9	10.0	[illegible]	4.8		
(iii)	Net Expenditures Per Pupil ($)								
	Elementary	830	1,166	1,471	1,668	1,828	2,068	1,238	[illegible].2
	% Increase		40.5	26.2	13.4	9.6	13.1		
	Secondary	1,354	1,613	2,043	2,286	2,462	2,725	1,371	101.2
	% Increase		19.1	26.7	11.9	7.7	10.7		
(iv)	[illegible]ncial Grants [illegible] to Metro School Board ($ million)	154.0	203.4	189.0	187.5	182.5	168.4	14.4	9.4
	Increase (Decrease) ($m)		49.4	(14.4)	(1.5)	(5.0)	(14.1)		
(v)	North York Residential Mill Rate (Mills)								
	Elementary	29.15	33.70	37.27	42.79	43.71	45.94	16.79	57.6
	Secondary	20.04	24.52	26.37	35.41	36.00	39.16	19.12	95.4
		49.19	58.22	63.64	78.20	79.71	85.1	35.91	73.0
	% Increase		18.4	9.3	22.9	1.9	6.8		[illegible]

LEVEL OF PROVINCIAL SUPPORT

1970 - 1979

METRO TORONTO



APPENDIX B

OPTION I

ELEMENTARY AND JUNIOR HIGH CONSOLIDATION

OPTION I

In this option, the present grade and panel organization is maintained and schools are closed when enrolment falls below a designated number (121 elementary and 301 junior high school).

This may be an appropriate option for two geographic planning areas in the immediate future where overall enrolment does not rapidly decline. It would also provide for minimal movement of teachers and students. In other geographic areas, however, a number of smaller schools, especially at the junior high level, would result. As enrolment is projected to decline until the end of the decade, it would be necessary to close many junior high schools in the future thus causing continued disruption of the system.

If we maintain the present grade and panel organization, by 1984, 23 elementary schools and 5 junior high schools would be closed, leaving 90 elementary and 24 junior high schools in the system. School closings would continue throughout the decade, especially at the junior high level where 10 additional schools would reach the designated number as enrolment continues to decline.

AREA 1

Option 1

SCHOOL	1984 PROJECTED ENROLMENT	DATE OF CLOSURE AND RECEIVING SCHOOLS	REVISED 1984 PROJECTED ENROLMENT
Elementary			
Bluehaven	147		147
Daystrom	628		628
Gracedale	325	1983 - receives Whitfield	438
Gulfstream	178		178
Melody	140		140
Whitfield	113	1983 to Gracedale	-
Total Elementary	1531		1531
Junior High			
Emery	418		418
G.B. Warren	315		315
Total Junior High	733		733
Secondary			
Emery C.I.	1117		1117
Total Area 1	3381		3381

AREA 2

Option 1

SCHOOL	1984 PROJECTED ENROLMENT	DATE OF CLOSURE AND RECEIVING SCHOOLS	REVISED 1984 PROJECTED ENROLMENT
Elementary			
Ancaster	128	1982 - receives Anthony	246
Anthony	118	1982 to Ancaster	-
Blacksmith	231		231
Blaydon	245		245
Calico	162		162
Chalkfarm	182		182
Derrydown	230	1983 - receives 40% of Lamberton	276
Downsview	239		239
Driftwood	325		325
Firgrove	447		447
Gosford	220		220
Highview	99	1982 to Tumpane	-
Lamberton	116	1983 - 60% to Stilecroft 40% to Derrydown	-
Roding	-	1980 - 30% toTumpane 20% to Blaydon 50% to Downsview	-
Sheppard	436		436
Shoreham	507		507
Spenvalley	210		210
Stanley	230		230
Stilecroft	263	1983 - receives 60% of Lamberton	333
Topcliff	522		522
Tumpane	280	1982 - receives Highview	379
Yorkwoods	619		619
Yvonne	130		130
Total Elementary	5939		5939

..2

Area 2
Option 1
Page 2

SCHOOL	1984 PROJECTED ENROLMENT	DATE OF CLOSURE AND RECEIVING SCHOOLS	REVISED 1984 PROJECTED ENROLMENT
Junior High			
Beverley Heights	390		390
Elia	535		535
Jane	443		443
Oakdale	673		673
Pierre Laporte	411		411
Total Junior High	2452		2452
Secondary			
C.W. Jefferys	1034		1034
Downsview	1287		1287
Westview Centennial	1472		1472
Total Secondary	3793		3793
Total Area 2	12184		12184

AREA 3

Option 1

SCHOOL	1984 PROJECTED ENROLMENT	DATE OF CLOSURE AND RECEIVING SCHOOLS	REVISED 1984 PROJECTED ENROLMENT
Elementary			
Brookhaven	417		417
Cornelius	185		185
George Anderson	139		139
Gracefield	246		246
Maple Leaf	272		272
Pelmo Park	128		128
	1387		1387
Junior High			
Queensborough	452		452
Secondary			
Nelson A. Boylen	662		662
Total Area 3	2501		2501

AREA 4

Option 1

SCHOOL	1984 PROJECTED ENROLMENT	DATE OF CLOSURE AND RECEIVING SCHOOLS	REVISED 1984 PROJECTED ENROLMENT
Elementary			
Charles H. Best (W)	312		312
*Dublin	155	1980 to Dublin Heights	155
Faywood	260		260
Summit Heights	168		168
Total Elementary	895		895
Junior High			
Charles H. Best (E)	201	1982 to Dublin Heights	-
Dublin Heights	210	1982 - receives C.H. Best (E)	411
Total Junior High	411		411
Secondary			
W.L. Mackenzie C.I.	704**		704**
Total Area 4	2010		2010

* Dublin P.S. closes in 1980 and students move to Dublin Heights Elementary and Junior High - JK-9

** Includes an estimated 31 full-time equivalent adults

AREA 5

Option 1

SCHOOL	1984 PROJECTED ENROLMENT	DATE OF CLOSURE AND RECEIVING SCHOOLS	REVISED 1984 PROJECTED ENROLMENT
Elementary			
Armour Heights	238		238
Bannockburn	224	1982 - receives 50% Glen Rush	279
Baycrest	223		223
Cartwright	-	1980 to Cornelius	-
Danesbury	112	1981 - 90% to Glen Park 10% to Joyce	-
Flemington	389		389
Glen Park	185	1981 - receives 90% Danesbury 1982 - receives 50% Glen Rush	340
Glen Rush	109	1982 - 50% to Glen Park 50% to Bannockburn	-
Joyce	297	1981 - receives 10% Danesbury	308
Saranac	-	1980 - 20% to Baycrest 80% to Glen Park	-
Total Elementary	1777		1777
Junior High			
C.B. Parsons	-	1980 to Lawrence Heights	-
Lawrence Heights	415		415
Ledbury Park	342		342
Total Junior High	757		757

SCHOOL	1984 PROJECTED ENROLMENT	DATE OF CLOSURE AND RECEIVING SCHOOLS	REVISED 1984 PROJECTED ENROLMENT
Secondary			
Bathurst Heights	743*	1983 - receives S.S. Fleming	1435
Sir S. Fleming	692	1983 to Bathurst Heights	-
Total Secondary	1435		1435
Total Area 5	3969		3969

* Includes an estimated 80 full-time equivalent adults

AREA 6

Option 1

SCHOOL	1984 PROJECTED ENROLMENT	DATE OF CLOSURE AND RECEIVING SCHOOLS	REVISED 1984 PROJECTED ENROLMENT
Elementary			
Burnett	-	1980 to Churchill	-
Cameron	199		199
Churchill	181	1982 - receives 40% Edithvale	227
Cummer	96	1981 - 10% to Finch 30% to Snowcrest 60% to Lillian	-
Drewry	161	1982 - receives 40% Edithvale	207
Edithvale	116	1982 - 40% to Drewry 40% to Churchill 20% to Kenton	-
Elkhorn	403	1982 - receives 80% Page	482
Finch	212	1981 - receives 10% Cummer	222
Glen Avon	-	1980 to Hollywood	-
Hollywood	244	1980 - receives Glen Avon	244
Kenton	176	1982 - receives 20% Edithvale	200
Lillian	241	1981 - receives Silverview 1981 receives 60% Cummer	394
McKee	249		249
Page	99	1982 - 20% to Snowcrest 80% to Elkhorn	-
Pleasant	366		366
Rockford	517		517
Silverview	95	1981 to Lillian	-
Snowcrest	135	1981 - receives 30% Cummer 1982 receives 20% Page	183
Spring Garden	-	1980 - 40% to Hollywood 60% to McKee	-
Yorkview	387		387
Total Elementary	3877		3877

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SCHOOL	1984 PROJECTED ENROLMENT	DATE OF CLOSURE AND RECEIVING SCHOOLS	REVISED 1984 PROJECTED ENROLMENT
Junior High			
Bayview	292	1984 - 45% to Northmount 25% to Willowdale 30% to St. Andrew's	-
Fisherville	365	1984 - receives 80% R.J. Lang	595
Northmount	347	1984 - receives 45% Bayview receives 10% R.J. Lang	506
R.J. Lang	286	1984 - 80% to Fisherville 10% to Northmount 10% to Willowdale	-
Willowdale	295	1984 - receives 25% Bayview receives 10% R.J. Lang	396
Total Junior High	1585		1497*
Secondary			
Earl Haig	817		817
Newtonbrook	1238		1238
Northview Heights	1097		1097
Total Secondary	3152		3152
Total Area 6	8614		8526

* Some J.H. students attending school in Area 8

AREA 7

Option 1

SCHOOL	1984 PROJECTED ENROLMENT	DATE OF CLOSURE AND RECEIVING SCHOOLS	REVISED 1984 PROJECTED ENROLMENT
Elementary			
Denlow	392		392
Dunlace - English	280		280
- French	170		170
Fairmeadow	115	1983 to Owen	-
Harrison	129		129
Owen - English	121	1981 - receives York Mills 1983 - receives Fairmeadow	338
- French	157		157
Park Lane	-	1980 - 1/3 to Denlow 1/3 to Owen 1/3 to Rippleton	-
York Mills	102	1981 to Owen	-
Total Elementary	1466		1466
Junior High			
St. Andrew's	335	1984 - receives 30% of Bayview	423
Windfields - English	415		415
- French	177		177
Total Junior High	927		1015
Secondary			
York Mills C.I.	1205		1205
Total Area 7	3598		3686

AREA 8

Option 1

SCHOOL	1984 PROJECTED ENROLMENT	DATE OF CLOSURE AND RECEIVING SCHOOLS	REVISED 1984 PROJECTED ENROLMENT
Elementary			
Appian	117	1982 to Crestview	-
Arbor Glen	373		373
Brian - English	305		305
- French	169		169
Cherokee	336		336
Cliffwood - English	353		353
- French	240		240
Cresthaven	203		203
Crestview	429	1982 - receives Appian	546
Dallington	333		333
Ernest	335		335
Forest Manor	466		466
Hillmount	257		257
Kingslake	354		354
Lescon	316		316
McNicoll	225		225
Muirhead	263		263
Pineway	298		298
Seneca Hill	176		176
Shaughnessy	208		208
Steelesview	301		301
Total Elementary	6057		6057
Junior High			
Don Valley - English	518		518
- French	87		87
Highland	532		532
Pleasant View	564		564
Woodbine	555		555
Zion Heights	457		457
Total Junior High	2713		2713

..2

SCHOOL	1984 PROJECTED ENROLMENT	DATE OF CLOSURE AND RECEIVING SCHOOLS	REVISED 1984 PROJECTED ENROLMENT
Secondary			
A.Y. Jackson	1263		1263
Georges Vanier	1837		1837
Total Secondary	3100		3100
Total Area 8	11870		11870

AREA 9

Option 1

SCHOOL	1984 PROJECTED ENROLMENT	DATE OF CLOSURE AND RECEIVING SCHOOLS	1984 PROJECTED ENROLMENT
Elementary			
Broadlands - English	127	1983 - receives 20% Ranchdale	147
- French	264		264
Brookbanks	269	1983 - receives 10% Ranchdale	279
Cassandra	195	1983 - receives 70% Ranchdale	265
Fenside	305		305
Karen	280		280
O'Connor	231		231
Ranchdale	100	1983 - 20% to Broadlands 10% to Brookbanks 70% to Cassandra	-
Roywood	192		192
Sloane	230		230
Three Valleys	192		192
Victoria Village	223		223
Total Elementary	2608		2608
Junior High			
Donview Heights	436		436
Herron Valley	220	1981 to Milneford	-
Milneford	310	1981 - receives Herron Valley	530
Total Junior High	966		966
Secondary			
George S. Henry	765		765
Victoria Park	1324		1324
	2089		2089
Total Area 9	5663		5663

AREA 10

Option 1

SCHOOL	1984 PROJECTED ENROLMENT	DATE OF CLOSURE AND RECEIVING SCHOOLS	REVISED 1984 PROJECTED ENROLMENT
Elementary			
Gateway	680		680
Greenland	212	1981 - receives Overland	291
Grenoble	637		637
Mallow	115	1983 to Norman Ingram	-
Norman Ingram	129	1983 - receives Mallow	244
Overland	79	1981 to Greenland	-
Rippleton	151		151
Total Elementary	2003		2003
Junior High			
Don Mills	409		409
Secondary			
Don Mills C.I.	816		816
Total Area 10	3228		3228

APPENDIX C

OPTION II

ELEMENTARY & JUNIOR HIGH CONSOLIDATION

OPTION II

According to this option, the current system would become a two panel system. This option would ensure that for program purposes the minimum size of the JK-8 schools would be at least 500 with two classes at each grade level. This size would assure a greater variety of resources and personnel for each school and would provide for fewer split classes and more flexible arrangements of classes of varying sizes.

Assuming implementation in all geographic areas, this option would result in the largest number of schools being closed. Such closures would necessitate the movement of large numbers of students and teachers to other schools and the use of additional bussing, all of which would be very disruptive to the system and not in keeping with the detailed direction statements. Many schools may, in addition, require extensive alterations to accommodate younger pupils in current junior high schools or older students in present elementary school buildings.

In summary, this option would result in the closure of 78 elementary schools by 1984, leaving most of the remaining elementary and junior high schools as JK-8 schools.

AREA 1

Option II

SCHOOL	1984 PROJECTED ENROLMENT	RECEIVING SCHOOLS	REVISED 1984 PROJECTED ENROLMENT JK-8
Elementary			
Bluehaven	147	to G.B. Warren	-
Daystrom	628		703
Gracedale	325	to G.B. Warren	-
Gulfstream	178	to Emery	-
Melody	140	to Emery	-
Whitfield	113	to G.B. Warren	-
Total Elementary	1531		
Junior High			
Emery	418	receives - Gulfstream - Melody	555
G.B. Warren	315	receives - Bluehaven - Gracedale - Whitfield	705
Total Junior High	733	Total JK-8	1963
Secondary			GRADES 9-13
Emery C.I.	1117		1418
Total Area 1	3381		3381

AREA 2

Option II

SCHOOL	1984 PROJECTED ENROLMENT	RECEIVING SCHOOLS	REVISED 1984 PROJECTED ENROLMENT JK-8
Elementary			
Ancaster	128	to Downsview Complex	-
Anthony	118	to Downsview Complex	-
Blacksmith	231	to Gosford	-
Blaydon	245	to Downsview Complex	-
Calico	162	to Beverley Hts. & Pierre Laporte	-
Chalkfarm	182	to Beverley Hts. & Pierre Laporte	-
Derrydown	230	to Elia	-
Downsview	239	to Downsview Complex	-
Driftwood	325	to Yorkwoods, Topcliff & Oakdale	-
Firgrove	447	to Yorkwoods, Topcliff & Stanley	-
Gosford	220	receives Blacksmith	451
Highview	99	to Beverley Hts. & Pierre Laporte	-
Lamberton	116	to Elia	-
Roding	-	1980 to Blaydon, Downsview, Tumpane	-
Sheppard	436	receives - Stilecroft	568
Shoreham	507	to Jane	-
Spenvalley	210	to Stanley	-
Stanley	230	receives Spenvalley & Firgrove	590
Stilecroft	263	to Sheppard and Elia	-
Topcliff	522	receives - Driftwood - Firgrove	780
Tumpane	280	to Beverley Hts. & Pierre Laporte	-
Yorkwoods	619	receives - Driftwood -Firgrove	877
Yvonne	130	to Beverley Hts. & Pierre Laporte	-
Total Elementary	5939		

... 2

SCHOOL	1984 PROJECTED ENROLMENT	RECEIVING SCHOOLS	REVISED 1984 PROJECTED ENROLMENT JK-8
Junior High			
Beverley Heights	390	receives - Calico	
		- Chalkfarm	
		- Highview	
		- Tumpane	
		- Yvonne	675
Elia	535	receives - Derrydown	
		- Lamberton	
		- Stilecroft	853
Jane	443	receives - Shoreham	781
Oakdale	673	receives - Driftwood	745
Pierre Laporte	411	receives - Calico	
		- Chalkfarm	
		- Highview	
		- Tumpane & Yvonne	695
Downsview Complex	-	receives - Ancaster	
		- Anthony	
		- Blaydon	
		- Downsview	730
Total Junior High	2452	Total JK-8	7745
Secondary			GRADES 9-13
C.W. Jefferys	1034		1246
Downsview	1287		1507
Westview Centennial	1472		1686
Total Secondary	3793		4439
Total Area 2	12184		12184

AREA 3

Option II

SCHOOL	1984 PROJECTED ENROLMENT	RECEIVING SCHOOLS	REVISED 1984 PROJECTED ENROLMENT JK-8
Elementary			
Brookhaven	417	to Queensborough/ Gracefield Annex	-
Cornelius	185	to Maple Leaf	-
George Anderson	139	to Maple Leaf	-
Gracefield	246	receives - Brookhaven - Pelmo Park	400
Maple Leaf	272	receives - Cornelius - George Anderson	596
Pelmo Park	128	to Queensborough/ Gracefield Annex	-
Total Elementary	1387		
Junior High			
Queensborough	452	receives - Brookhaven - Pelmo Park	693
Total Junior High	452	Total JK-8	1689
Secondary			GRADES 9-13
Nelson A. Boylen	662		812
Total Area 3	2501		2501

AREA 4

Option II

SCHOOL	1984 PROJECTED ENROLMENT	RECEIVING SCHOOLS	REVISED 1984 PROJECTED ENROLMENT JK-8
Elementary			
Charles H. Best (W)	312	to Charles H. Best (E)	-
Dublin (Elementary)*	155	to Dublin Heights Elem & J.H.S.	-
Faywood	260	to Dublin Heights Elem & J.H.S.	-
Summit Heights	168	to Ledbury Park J.H.	-
Total Elementary	895		
Junior High			
Charles H. Best (E)	201	receives - C.H. Best (W)	446
Dublin Heights (JHS)	210	receives - Dublin (Elem) - Faywood	555
Total Junior High	411	Total JK-8	1001
Secondary			GRADES 9-13
W.L. Mackenzie C.I.	704**		841
Total Area 4	2010		1842

* Dublin P.S. closes in 1980 and students move to Dublin Heights Elem & J.H.S.

** Includes an estimated 31 full-time equivalent adults

AREA 5

Option 2

SCHOOL	1984 PROJECTED ENROLMENT	RECEIVING SCHOOLS	REVISED 1984 PROJECTED ENROLMENT JK-8
Elementary			
Armour Heights	238	to Ledbury Park	-
Bannockburn	224	to Ledbury Park	-
Baycrest	223	to Bathurst Heights	-
Cartwright	-	to Cornelius - 1980	-
Danesbury	112	to Lawrence Heights	-
Flemington	389	to Bathurst Heights	-
Glen Park	185	to Bathurst Heights	-
Glen Rush	109	to Ledbury Park	-
Joyce	297	to Lawrence Heights	-
Saranac	-	to Baycrest & Glen Park - 1980	-
Total Elementary	1777		
Junior High			
C.B. Parsons	-	to Lawrence Heights - 1980	-
Lawrence Heights	415	receives - Danesbury - Joyce	688
Ledbury Park	342	receives - Armour Heights - Bannockburn - Glen Rush - Summit Hts.	891
Total Junior High	757		
Bathurst Heights		JK-8 Component receives - Baycrest - Flemington - Glen Park	797
		Total JK-8	2376
Secondary			GRADES 9-13
Bathurst Heights	743*		906
Sir Sandford Fleming	692		855
Total Secondary	1435		1761
Total Area 5	3969		4137

* Includes an estimated 80 full-time equivalent adults

AREA 6

Option II

SCHOOL	1984 PROJECTED ENROLMENT	RECEIVING SCHOOLS	REVISED 1984 PROJECTED ENROLMENT JK-8
Elementary			
Burnett	-	to Churchill - 1980	-
Cameron	199	to Willowdale/Churchill Complex	-
Churchill	181	receives - Cameron - Edithvale - Yorkview	400
Cummer	96	to Snowcrest	-
Drewry	161	to R.J. Lang	-
Edithvale	116	to Willowdale/Churchill Complex	-
Elkhorn	403	to Bayview	-
Finch	212	to Northmount	-
Glen Avon	-	to Hollywood - 1980	-
Hollywood	244	to Earl Haig	-
Kenton	176	to Fisherville	-
Lillian	241	to Snowcrest	-
McKee	249	to Earl Haig	-
Page	99	to Bayview	-
Pleasant	366	to R.J. Lang	-
Rockford	517	to Fisherville	-
Silverview	95	to Northmount	-
Snowcrest	217	receives - Cummer - Lillian	554
Spring Garden	-	to Hollywood & McKee - 1980	-
Yorkview	387	to Willowdale/Churchill Complex	-
Total Elementary	3959		

AREA 6
Option II
Page 2

SCHOOL	1984 PROJECTED ENROLMENT	RECEIVING SCHOOLS	REVISED 1984 PROJECTED ENROLMENT JK-8
Junior High			
Bayview	292	receives - Elkhorn	
		- Page	627
Fisherville	365	receives - Kenton	
		- Rockford	827
Northmount	347	receives - Finch	
		- Silverview	552
R.J. Lang	286	receives - Drewry	
		- Pleasant	636
Willowdale	295	receives - Cameron	
		- Edithvale	
		- Yorkview	661
Total Junior High	1585		
Earl Haig		JK-8 Component receives - Hollywood	
		- McKee	493
		Total JK-8	4750
Secondary			GRADES 9-13
Earl Haig	817		1079
Newtonbrook	1238		1500
Northview Heights	1097		1367
Total Secondary	3152		3946
Total Area 6	8696		8696

AREA 7

Option II

SCHOOL	1984 PROJECTED ENROLMENT	RECEIVING SCHOOLS	REVISED 1984 PROJECTED ENROLMENT JK-8
Elementary			
Denlow	392	to Windfields	-
Dunlace - English	280		
- French	170	receives Harrison	579
Fairmeadow	115	to St. Andrew's	-
Harrison	129	to Dunlace	-
Owen - English	121		
- French	157	to St. Andrew's	-
Park Lane	-	to Denlow Owen Rippleton - 1980	-
York Mills	102	to St. Andrew's	-
Total Elementary	1466		
Junior High			
St. Andrew's	335	receives - Fairmeadow - Owen - York Mills	665
Windfields - English	415		
- French	177	receives - Denlow	853
Total Junior High	927	Total JK-8	2097
			GRADES 9-13
Secondary			
York Mills C.I.	1205		1501
Total Area 7	3598		3598

AREA 8

Option II

SCHOOL	1984 PROJECTED ENROLMENT	RECEIVING SCHOOLS	REVISED 1984 PROJECTED ENROLMENT JK-8

SCENARIO II - NOT APPLICABLE IN THIS AREA AS THIS FORM OF ORGANIZATION WOULD PRODUCE SECONDARY POPULATIONS WITH NUMBERS GREATER THAN THE CAPACITY OF MANY OF THE SCHOOL BUILDINGS.

AREA 9

Option II

SCHOOL	1984 PROJECTED ENROLMENT	RECEIVING SCHOOLS	REVISED 1984 PROJECTED ENROLMENT JK-8
Elementary			
Broadlands - English	127		
- French	264	to Brookbanks	-
Brookbanks	269	receives - Broadlands	
		- Ranchdale	760
Cassandra	195	to Milneford	-
Fenside	305	receives - Roywood	497
Karen	280	to Donview Heights	-
O'Connor	231	to Vic. Village/Herron Valley	-
Ranchdale	100	to Brookbanks	-
Roywood	192	to Fenside	-
Sloane	230	to Vic. Village/Herron Valley	-
Three Valleys	192	to Milneford	-
Victoria Village	223	receives - O'Connor	
		- Sloane	454
Total Elementary	2608		
Junior High			
Donview Heights	436	receives - Karen	623
Herron Valley	220	receives - O'Connor	
		- Sloane	373
Milneford	310	receives - Cassandra	
		- Three Valleys	568
Total Junior High	966	Total JK-8	3275
			GRADES 9-13
Secondary			
George S. Henry	765		913
Victoria Park	1324		1475
Total Secondary	2089		2388
Total Area 9	5663		5663

AREA 10

Option II

SCHOOL	1984 PROJECTED ENROLMENT	RECEIVING SCHOOLS	REVISED 1984 PROJECTED ENROLMENT JK-8
Elementary			
Gateway	680	(remains JK-6)	680
Greenland	212	to Don Mills Complex	-
Grenoble	637	(remains JK-6)	637
Mallow	115	to Don Mills Complex	-
Norman Ingram	129	to Don Mills Complex	-
Overland	79	to Don Mills Complex	-
Rippleton	151	to Don Mills Complex	-
Total Elementary	2003		
Junior High			
Don Mills	409	receives - Greenland - Mallow - Norman Ingram - Overland - Rippleton	966
		Total JK-8	2283
Secondary			GRADES 9-13
Don Mills C.I.	816		945
Total Area 10	3228		3228

APPENDIX D

OPTION III

ELEMENTARY & JUNIOR HIGH CONSOLIDATION

OPTION III

Option III proposes a JK-8, 9-13 system with a distinct middle school component consisting of grades 6, 7, 8. They will be located, wherever feasible, in current Junior High School buildings in order to better meet the program needs of those students. The move towards this system will occur in different years, in different geographic areas depending on local enrolment and local needs. Schools resulting from consolidation should have at least 300 students in a middle school, and at least 175 students in the feeder JK-5 schools.

This option provides for minimal movement of students, minimal closing of schools in this decade and also retains a tri-level system of education.

It must be emphasized that the critical implication of this option is the ability to offer the most appropriate program, facilities and environment consistent with the future needs of the students in North York.

In summary, if Option III is implemented across North York, 25 elementary schools and 5 junior high schools would be closed by 1984 with the bulk of these closings occurring in 1982.

AREA 1

Option III

SCHOOL	1984 PROJECTED ENROLMENT JK-6	DATE OF CLOSURE AND RECEIVING SCHOOLS	REVISED 1984 PROJECTED ENROLMENT JK-5	GRADE 6 PUPILS TO
Elementary				
Bluehaven	147		129	G.B. Warren
Daystrom	628		550	Emery
Gracedale	325	1983 - receives Whitfield	376	G.B. Warren
Gulfstream	178		156	Emery
Melody	140		128	Emery
Whitfield	113	1983 to Gracedale	-	G.B. Warren
Total Elementary	1531		1339	
				GRADE 9
Junior High	7-9		6-8	PUPILS TO
Emery	418		438	Emery C.I.
G.B. Warren	315		299	Emery C.I.
Total Junior High	733		737	
Secondary				
Emery C.I.	1117		1313	Basic Level to Westview Cent.
Total Area 1	3381		3389	

NOTE: Possible date for conversion to middle school - 1983

AREA 2

Option III

SCHOOL	1984 PROJECTED ENROLMENT JK-6	DATE OF CLOSURE AND RECEIVING SCHOOLS	REVISED 1984 PROJECTED ENROLMENT JK-5	GRADE 6 PUPILS TO
Elementary				
Ancaster	128	1982 - receives Anthony	204	Lawrence Hts.
Anthony	118	1982 to Ancaster	-	Lawrence Hts.
Blacksmith	231		203	Jane
Blaydon	245		216	Pierre Laporte
Calico	162		147	Beverley Hts.
Chalkfarm	182	1983 - receives Yvonne	264	Beverley Hts.
Derrydown	230	1983 - receives 40% of Lamberton	215	Elia
Downsview	239		209	Pierre Laporte
Driftwood	325		280	Jane
Firgrove	447		369	Oakdale
Gosford	220		183	Jane
Highview	99	1982 to Tumpane	-	Pierre Laporte
Lamberton	116	1983 - 60% to Stilecroft - 40% to Derrydown	-	Elia
Roding	-	1980 - 20% to Blaydon - 50% to Downsview - 30% to Tumpane	-	
Sheppard	436		371	Elia & P. Laporte
Shoreham	507		437	Jane
Spenvalley	210		185	Beverley Hts.
Stanley	230		203	Oakdale
Stilecroft	263	1983 - receives 60% of Lamberton	302	Elia
Topcliff	522		457	Oakdale
Tumpane	280	1982 - receives Highview	338	Beverley Hts.
Yorkwoods	619		539	Oakdale
Yvonne	130	1983 to Chalkfarm	-	Beverley Hts.
Total Elementary	5939		5122	
Junior High	**7-9**		**6-8**	**GRADE 9 PUPILS TO**
Beverley Heights	390		359	Downsview
Elia	535		498	C.W. Jefferys
Jane	443		492	Westview Cent.
Oakdale	673		743	Westview Cent.
Pierre Laporte	411		445	Downsview
Total Junior High	2452		2537	

SCHOOL	1984 PROJECTED ENROLMENT 10-13	DATE OF CLOSURE AND RECEIVING SCHOOLS	REVISED 1984 PROJECTED ENROLMENT 9-13
Secondary			
C.W. Jefferys	1034		1339
Downsview	1287		1430
Westview Cent.	1472		1761
Total Secondary	3793		4530
Total Area 2	12184		12189

NOTE: Possible date for conversion to middle school - 1983

AREA 3

Option III

SCHOOL	1984 PROJECTED ENROLMENT JK-6	DATE OF CLOSURE AND RECEIVING SCHOOLS	REVISED 1984 PROJECTED ENROLMENT JK-5	GRADE 6 PUPILS TO
Elementary				
Brookhaven	417*		417(JK-6) 367(JK-5)	C.R.Marchant
Cornelius	185		168	Queensborough
George Anderson	139		126	Queensborough
Gracefield	246		208	Queensborough
Maple Leaf	272		222	Queensborough
Pelmo Park	128*		128(JK-6) 107(JK-5)	C.R.Marchant
Total Elementary	1387		1198(JK-5) 1269(JK-6)	
Junior High	7-9		6-8	GRADE 9 PUPILS TO
Queensborough	452		435	N.A.Boylen
Secondary	10-13		9-13	
N. A. Boylen	662		797	
Total Area 3	2501		2430(JK-5) 2501(JK-6)	

* In accordance with established Metro boundaries, Brookhaven and Pelmo Park Public School pupils currently graduate to C.R. Marchant Public School in the Borough of York. C. R. Marchant Public School is a Grade Seven and Eight Senior Elementary School. A change to a middle school concept in these two schools would disrupt established Metro attendance area boundaries; and discussions would be necessary with Metro Toronto School Board and the Borough of York.

AREA 4

Option III

SCHOOL	1984 PROJECTED ENROLMENT JK-6	DATE OF CLOSURE AND RECEIVING SCHOOLS	REVISED 1984 PROJECTED ENROLMENT JK-5	GRADE 6 PUPILS TO
Elementary				
Charles H. Best (W)	312		269	C.H. Best (E)
Dublin +	155	1980 to Dublin Heights	135	Dublin Heights
Faywood	260		225	Dublin Heights
Summit Heights	168		149	Ledbury Park
Total Elementary	895		778	
				GRADE 9
Junior High	7-9		6-8	PUPILS TO
Charles H. Best (E)	201	1982 to Dublin Heights	-	W.L. Mackenzie
Dublin Heights	210	1982 - receives C.H. Best (E)	350	W.L. Mackenzie
Total Junior High	411		350	
Secondary	10-13		9-13	
W.L. Mackenzie	704		845*	
Total Area 4	2010		1973	

* including adult day program

\+ Dublin Public School closed in 1980 and became Dublin Heights Elementary and Junior High School - Junior Kindergarten to Grade Nine.

NOTE: Possible date for conversion to middle school - 1982

AREA 5

Option III

SCHOOL	1984 PROJECTED ENROLMENT JK-6	DATE OF CLOSURE AND RECEIVING SCHOOLS	REVISED 1984 PROJECTED ENROLMENT JK-5	GRADE 6 PUPILS TO
Elementary				
Armour Heights	238		197	Ledbury Park & St. Andrew's
Bannockburn	224	1982 - receives 50% of Glen Rush	235	Ledbury Park
Baycrest	223		188	1/3 Lawrence Hts. 2/3 Ledbury Park
Cartwright	-	1980 to Cornelius	-	
Danesbury	112	1981 - 10% to Joyce - 90% to Glen Park	-	
Flemington	389		348	Lawrence Hts.
Glen Park	185	1981 - receives 90% of Danesbury 1982 - receives 50% of Glen Rush	270	Ledbury Park
Glen Rush	109	1982 - 50% to Glen Park - 50% to Bannockburn	-	Ledbury Park
Joyce	297	1981 - receives 10% of Danesbury	302	Lawrence Hts.
Saranac	-	1980 - 20% to Baycrest - 80% to Glen Park	-	
Total Elementary	1777		1540	
Junior High	7-9		6-8	GRADE 9 PUPILS TO
C.B. Parsons	-	1980 to Lawrence Heights	-	
Lawrence Heights	415		478	Bathurst Hts.
Ledbury Park	342		390	Sir S. Fleming
Total Junior High	757		868	
Secondary	10-13		9-13	
Bathurst Heights	743		804	
Sir S. Fleming	692		779	
Total Secondary	1435		1583	
Total Area 5	3969		3991	

NOTE: Possible date for conversion to middle school - 1982

AREA 6 - Plan "A"

Option III

SCHOOL	1984 PROJECTED ENROLMENT JK-6	DATE OF CLOSURE AND RECEIVING SCHOOLS	REVISED 1984 PROJECTED ENROLMENT JK-5	GRADE 6 PUPILS TO
Elementary				
Burnett	-	1980 to Churchill	-	
Cameron	199		181	Willowdale
Churchill	181	1982 - receives 40% of Edithvale	196	Willowdale
Cummer	96	1981 - 60% to Lillian		
		- 10% to Finch		
		- 30% to Snowcrest	-	Northmount
Drewry	161	1982 - receives 40% of Edithvale	175	R.J. Lang
Edithvale	116	1982 - 40% to Drewry		
		- 20% to Kenton		
		- 40% to Churchill	-	R.J. Lang
Elkhorn	403	1982 - receives 80% of Page	427	Bayview
Finch	212	1981 - receives 10% of Cummer	211	Northmount
Glen Avon	-	1980 to Hollywood	-	
Hollywood	244	1980- receives Glen Avon	194	Bayview
Kenton	176	1982 - receives 20% of Edithvale	178	Fisherville
Lillian	241	1981 - receives Silverview	344	Northmount
		1981 - receives 60% of Cummer		
McKee	249		213	Northmount
Page	99	1982 - 80% to Elkhorn		
		- 20% to Snowcrest	-	Bayview
Pleasant	366		328	R.J. Lang & Fisherville
Rockford	517		472	Fisherville
Silverview	95	1981 to Lillian	-	
Snowcrest	135	1982 - receives 20% of Page		
		1981 - receives 30% of Cummer	162	Zion Heights
Spring Garden	-	1980 - 40% to Hollywood		
		- 60% to McKee	-	
Yorkview	387		335	Willowdale
Total Elementary	3877		3416	

SCHOOL	1984 PROJECTED ENROLMENT JK-6	DATE OF CLOSURE AND RECEIVING SCHOOLS	REVISED 1984 PROJECTED ENROLMENT JK-5	GRADE 6 PUPILS TO GRADE 9 PUPILS TO
Junior High	7-9		6-8	
Bayview	292	1982 - 45% to Northmount - 25% to Willowdale - 30% to St. Andrew's	-	Earl Haig
Fisherville	365	1982 - receives 80% of R.J. Lang	545	Newtonbrook
Northmount	347	1982 - receives 45% of Bayview 1982 - receives 10% of R.J. Lang	503	Newtonbrook & Earl Haig
R.J. Lang	286	1982 - 80% to Fisherville - 10% to Northmount - 10% to Willowdale		Newtonbrook & Northview Hts.
Willowdale	295	1982 - receives 10% of R.J. Lang - 25% of Bayview	398	Northview Hts.
Total Junior High	1585		1446	
Secondary				
Earl Haig	817		983	
Newtonbrook	1238		1435	
Northview Heights	1097		1237	
Total Secondary	3152		3565	
Total Area 6 - Plan "A"	8614		8427	

NOTE: (1) It is assumed that students going to St. Andrew's J.H.S. from Bayview J.H.S. attendance area would continue on to York Mills C.I. (Area 7).

(2) Possible date for conversion to middle school - 1982

(3) There is a strong possibility that the Cameron Public School pupils may opt to go to St. Andrew's J.H.S. because of distance.

AREA 6 - Plan "B"

Option III

SCHOOL	1984 PROJECTED ENROLMENT JK-6	DATE OF CLOSURE AND RECEIVING SCHOOLS	REVISED 1984 PROJECTED ENROLMENT JK-5	GRADE 6 PUPILS TO
Elementary				
Burnett	-	1980 to Churchill	-	
Cameron	199		181	Willowdale
Churchill	181	1982 - receives 40% of Edithvale	196	Willowdale
Cummer	96	1981 - 60% to Lillian		
		- 10% to Finch		
		- 30% to Snowcrest	-	Northmount
Drewry	161	1982 - receives 40% of Edithvale	175	R.J. Lang
Edithvale	116	1982 - 40% to Drewry		
		- 20% to Kenton		
		- 40% to Churchill	-	R.J. Lang
Elkhorn	403	1982 - receives 80% of Page	427	Bayview
Finch	212	1981 - receives 10% of Cummer	211	Northmount
Glen Avon	-	1980 to Hollywood	-	
Hollywood	244	1980 - receives Glen Avon	194	Bayview
Kenton	176	1982 - receives 20% of Edithvale	178	Fisherville
Lillian	241	1981 - receives Silverview	344	Northmount
		1981 - receives 60% of Cummer		
McKee	249		213	Northmount
Page	99	1982 - 80% to Elkhorn		
		- 20% to Snowcrest	-	Bayview
Pleasant	366		328	R.J. Lang & Fisherville
Rockford	517		472	Fisherville
Silverview	95	1981 to Lillian	-	
Snowcrest	135	1982 - receives 20% of Page &	162	Zion Heights
		1981 - receives 30% of Cummer		
Spring Garden	-	1980 - 40% to Hollywood		
		- 60% to McKee	-	
Yorkview	387		335	Willowdale
Total Elementary	3877		3416	

AREA 6 - Plan "B"
Option III
Page 2

SCHOOL	1984 PROJECTED ENROLMENT JK-6	DATE OF CLOSURE AND RECEIVING SCHOOLS	REVISED 1984 PROJECTED ENROLMENT JK-5	GRADE 6 PUPILS TO
				GRADE 9
Junior High	7-9		6-8	PUPILS TO
Bayview	292	1982 - receives 40% of Willowdale	450	Earl Haig
Fisherville	365	1982 - receives 80% of R.J. Lang		
		- receives 60% of Willowdale	693	Newtonbrook
Northmount	347	1982 - receives 20% of R.J. Lang	394	Newtonbrook & Earl Haig
R.J. Lang	286	1982 - 80% to Fisherville	-	Newtonbrook &
		- 20% to Northmount		Northview Hts.
Willowdale	295	1982 - 60% to Fisherville		
		- 40% to Bayview	-	Northview Hts.
Total Junior High	1585		1537	
Secondary				
Earl Haig	817		983	
Newtonbrook	1238		1435	
Northview Heights	1097		1237	
Total Secondary	3152		3655	
Total Area 6 - Plan "B"	8614		8608	

NOTE: (1) There is a strong possibility that the Cameron Public School pupils may opt to go to St. Andrew's Junior High School because of distance.

(2) Possible date for conversion to middle school - 1982.

AREA 6

THE "OPTION IV" PRESENTED ON THE FOLLOWING TWO PAGES WAS SUBMITTED BY THE BAYVIEW VILLAGE ASSOCIATION AS PART OF THEIR RESPONSE. IT IS REPRODUCED HERE AS AN ILLUSTRATION OF YET ANOTHER APPROACH TO A MIDDLE SCHOOL FORM OF ORGANIZATION. IN THIS CASE, THE JUNIOR HIGH BUILDING HOUSES A JK-5 AND A MIDDLE SCHOOL AND IS SELECTED BECAUSE OF THE CENTRAL LOCATION FOR THE COMMUNITY.

bayview village

"OPTION IV"

Option IV incorporates the best features of the alternatives presented in the staff report, "Education for North York in the Eighties".

Briefly, Option IV would retain the junior high school facilities as a social focus within each community. Generally, each school would house a combined lower and middle school as an administrative unit. Also, some well-populated lower schools would be maintained.

BAYVIEW *- combines lower and middle schools - Resulting Population:*					***760***
Lower school	close Page - JK - 5 approx. 75 close Elkhorn - JK - 5 approx. 370		Lower school pop.	445	
Middle school	enrolment from Bayview Junior High:		200	315	
	enrolment from Gr. 6: Page, Elkhorn, Finch, Hollywood		115		
	Other Lower schools kept open in area:				
	Hollywood - (174 less 30) + Glen Avon		200		200
	Finch - (212 less 30)		180		180
	* * *				
NORTHMOUNT *- combines lower and middle schools - Resulting Population:*					***550***
Lower school	close Cummer - approx. 90 close Silverview - approx. 80		Lower school pop.	170	
Middle school	enrolment from Northmount:		275	380	
	enrolment from Gr. 6: Cummer, Silverview, McKee, Lillian		105		
	Other Lower schools kept open in area:				
	McKee - (249 less 39)		210		210
	Lillian -(241 less 30)		210		210
	Snowcrest -(217 less 25) (Snowcrest + Gr. 6 go to Zion)		190		190
	* * *				
WILLOWDALE *- combines lower and middle schools - Resulting Population:*					***585***
Lower school	close Edithvale - approx. 95 close Churchill - approx. 150		Lower school pop.	245	
Middle school	enrolment from Willowdale:		220	340	
	enrolment from Gr. 6: Edithvale, Churchill, Cameron, Yorkview		120		
	Other Lower schools kept open in area:				
	Cameron - (199 less 30)		169		169
	Yorkview - (387 less 47)		340		340
	* * *				

/continued

R. J. LANG - combines lower and middle schools - Resulting Population: 645

Lower school	close Drewry - approx. 95 close Kenton - approx. 240		Lower school pop.	335
Middle school	enrolment from R. J. Lang: enrolment from Gr. 6: Drewry, Kenton	250 60		310

* * *

FISHERVILLE - middle school only - may eventually become combined
- Resulting Population: 400

Middle school	enrolment from Fisherville	295	
	enrolment from Gr. 6: Rockford, Pleasantview	105	400
	Other Lower schools kept open in area:		
Lower School	Rockford - JK - 5 450		450
	Pleasantview - JK - 5 315		315

* * *

Total Number of Schools: 14 *Total Student Population:* 5,204

Note: All figures are approximate.

AREA 7

Option III

(Original Suggestion)

SCHOOL	1984 PROJECTED ENROLMENT JK-6	DATE OF CLOSURE AND RECEIVING SCHOOLS	REVISED 1984 PROJECTED ENROLMENT JK-5	GRADE 6 PUPILS TO
Elementary				
Denlow	392	1984 - receives 20% of Harrison	368	Windfields
Dunlace - English	280	1984 - receives 80% of Harrison	333	Windfields
- French	170		142	Windfields
Fairmeadow	115	1982 to Owen	-	St. Andrew's
Harrison	129	1984 20% to Denlow 80% to Dunlace	-	Windfields
Owen - English	121	1982 - receives Fairmeadow 1981 - receives York Mills	295	St. Andrew's
- French	157		135	Windfields
Park Lane	-	1980 - 1/3 to Denlow - 1/3 to Owen - 1/3 to Rippleton	-	
York Mills	102	1981 to Owen	-	
Total Elementary	1466		1273	
Junior High	7-9		6-8	GRADE 9 PUPILS TO
St. Andrew's	335	1982 - receives 30% of Bayview - Plan "A" only	288 Plan B 379 Plan A	York Mills C.I.
Windfields - English	415		355	York Mills C.I.
- French	177		262 (Gr. 6-9)	York Mills C.I.
Total Junior High	927		905 Plan B 996 Plan A	

... 2

SCHOOL	1984 PROJECTED ENROLMENT JK-6	DATE OF CLOSURE AND RECEIVING SCHOOLS	REVISED 1984 PROJECTED ENROLMENT JK-5	GRADE 6 PUPILS TO
Secondary	10-13		9-13	
** York Mills C.I.	1205		1475 Plan B 1565 Plan A	
Total Area 7	3598		3653 Plan B 3834 Plan A	

** It is assumed that students going to St. Andrew's J.H.S. from Bayview J.H.S. attendance area would continue on to York Mills C.I.

NOTE: Possible date for conversion to middle school - 1984

AREA 7

Option III

(Alternative Suggestion)

SCHOOL	1984 PROJECTED ENROLMENT	DATE OF CLOSURE AND RECEIVING SCHOOLS	REVISED 1984 PROJECTED ENROLMENTS JK-5	GRADE 6 PUPILS TO
Elementary				
Denlow	392	1984-receives 10% of Harrison	355	Windfields
Dunlace - English	280	1984-receives 50% of Harrison	301	Windfields
- French	170		142	Windfields
Fairmeadow	115	1982 to Owen	-	-
Harrison	129	1984 - 50% to Dunlace - 40% to Owen - 10% to Denlow	-	-
Owen - English	121	1981 - receives 45% of York Mills 1982 - receives Fairmeadow 1984 - receives 40% of Harrison	292	Windfields
- French	157		135	Windfields
Park Lane	-	1980 - 1/3 to Denlow - 1/3 to Owen - 1/3 to Rippleton	-	-
York Mills	102	1981 - Beechwood area to Owen - 45% - Valley to Armour Heights - 55%	-	
Total Elementary	1466		1225	
Junior High				
St. Andrew's	335	1982 - receives 30% Bayview (Plan 'A' only)	296 (Plan B) 387 (Plan A)	
Windfields - English	415		347	
- French	177		262	
Total Junior High	927		905 (Plan B) 996 (Plan A)	

SCHOOL	1984 PROJECTED ENROLMENT JK-6	DATE OF CLOSURE AND RECEIVING SCHOOLS	REVISED 1984 PROJECTED ENROLMENT JK-5	GRADE 6 PUPILS TO
Secondary	10-13		9-13	
** York Mills C.I.	1205		1475 Plan B 1565 Plan A	
Total Area 7	3598		3653 Plan B 3834 Plan A	

** It is assumed that students going to St. Andrew's J.H.S. from Bayview J.H.S. attendance area would continue on to York Mills C.I.

NOTE: Possible date for conversion to middle school - 1984

AREA 8

Option III

SCHOOL	1984 PROJECTED ENROLMENT JK-6	DATE OF CLOSURE AND RECEIVING SCHOOLS	REVISED 1984 PROJECTED ENROLMENT JK-5	GRADE 6 PUPILS TO
Elementary				
Appian	117	1982 to Crestview	-	
Arbor Glen	373		328	Highland
Brian - English	305		260	Pleasant View
- French	169		133	Don Valley
Cherokee	336		292	Pleasant View
Cliffwood - English	353		313	Highland
- French	240		210	Don Valley
Cresthaven	203		173	Zion Hts.
Crestview	429	1982 receives Appian	470	Don Valley
Dallington	333		285	Woodbine 90% Don Valley 10%
Ernest	335		291	Pleasant View
Forest Manor	466		398	Woodbine
Hillmount	257		222	Highland
Kingslake	354		303	Woodbine
Lescon	316		274	Woodbine 20% Don Valley 80%
McNicoll	225		191	Highland
Muirhead	263		219	Pleasant View
Pineway	298		248	Zion Heights
Seneca Hill	176		147	Don Valley
Shaughnessy	208		179	Woodbine
Steelesview	301		265	Zion Heights
Total Elementary	6057		5201	

SCHOOL	1984 PROJECTED ENROLMENT 7-9	DATE OF CLOSURE AND RECEIVING SCHOOLS	REVISED 1984 PROJECTED ENROLMENT 6-8	GRADE 9 PUPILS TO
Junior High				
Don Valley - English	518		485	Georges Vanier
- French	87		154	remain
Highland	532		500	A.Y. Jackson
Pleasant View	564		546	Sir J.A. Macdonald
Woodbine	555		574	Georges Vanier George S. Henry
Zion Heights	457		421	A.Y. Jackson Georges Vanier
Total Junior High	2713		2680	
Secondary Schools	10-13		9-13	
A.Y. Jackson	1263		1621	
Georges Vanier	1837		2187	
Total Secondary	3100		3808	
Total Area 8	11870		11689	

Note: Earliest data for conversion to middle school - 1983 or 1984

AREA 9

Option III

SCHOOL	1984 PROJECTED ENROLMENT JK-6	DATE OF CLOSURE AND RECEIVING SCHOOLS	REVISED 1984 PROJECTED ENROLMENT JK-5	GRADE 6 PUPILS TO
Elementary				
Broadlands - English	127	1982 - receives 20% of Ranchdale	136	Milneford
- French	264		229	Windfields
Brookbanks	269	1982 - receives 10% of Ranchdale	241	Donview Hts.
Cassandra	195	1982 - receives 70% of Ranchdale	226	Milneford
Fenside	305		260	Donview Hts.
Karen	280		250	Donview Hts.
O'Connor	231		205	Scarborough/ East York
Ranchdale	100	1982 - 20% to Broadlands - 70% to Cassandra - 10% to Brookbanks	-	Milneford
Roywood	192		167	Donview Hts.
Sloane	230		201	Milneford
Three Valleys	192		162	Milneford
Victoria Village	223		190	Milneford
Total Elementary	2608		2267	
Junior High	7-9		6-8	GRADE 9 PUPILS TO
Donview Heights	436		429	G.S. Henry
Herron Valley	220	1981 to Milneford	-	Victoria Park
Milneford	310	1981 - receives Herron Valley	522	Victoria Park
Total Junior High	966		951	
Secondary	10-13		9-13	
George S. Henry	765		982	
Victoria Park	1324		1509	
Total Secondary	2089		2491	
Total Area 9	5663		5709	

NOTE: Possible date for conversion to middle school - 1982

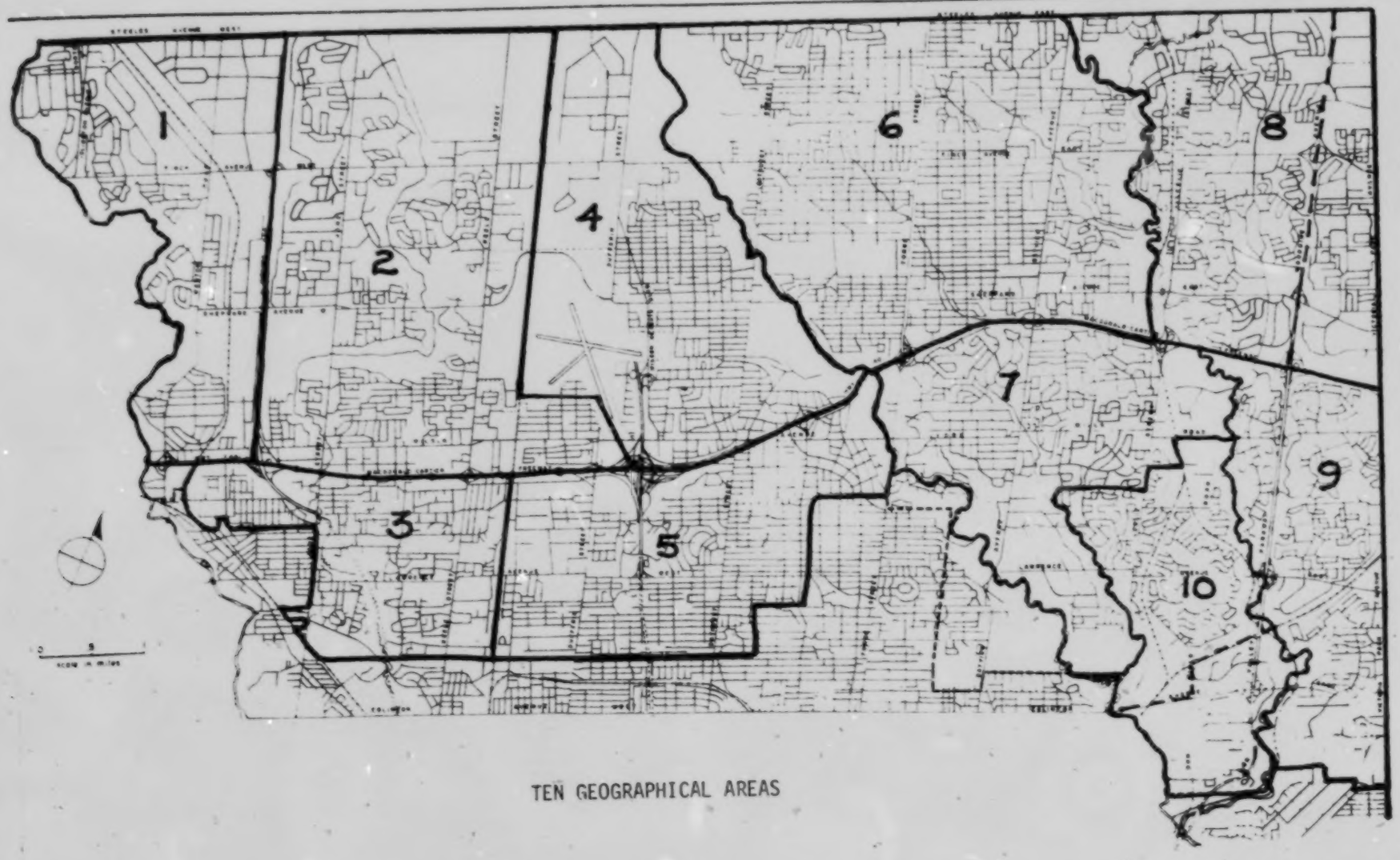
AREA 10

Option III

SCHOOL	1984 PROJECTED ENROLMENT JK-6	DATE OF CLOSURE AND RECEIVING SCHOOLS	REVISED 1984 PROJECTED ENROLMENT JK-5	GRADE 6 PUPILS TO
Elementary				
Gateway	680		680*	
Greenland	212	1981 - receives Overland	251	Don Mills
Grenoble	637		637*	
Mallow	115	1983 to Norman Ingram	-	Don Mills
Norman Ingram	129	1983 - receives Mallow	230	Don Mills
Overland	79	1981 to Greenland	-	
Rippleton	151		129	Don Mills
Total Elementary	2003		1927	
Junior High	7-9		6-8	GRADE 9 PUPILS TO
Don Mills	409		444	Don Mills C.I.
Secondary	10-13		9-13	
Don Mills C.I.	816		923	
Total Area 10	3228		3294	

NOTE: Possible date for conversion to middle school - 1984

* Gateway and Grenoble Public Schools feed Valley Park Junior High School and therefore, remain as Junior Kindergarten to Grade Six schools.



TEN GEOGRAPHICAL AREAS

A COMPILATION OF RESPONSES
BY SCHOOL STAFFS TO THE WHITE PAPER
"EDUCATION FOR NORTH YORK
IN THE EIGHTIES"

Department of Educational Planning, Research & Development

June, 1980

INTRODUCTION

At a meeting on May 12, 1980, the Board received a report entitled "Education for North York in the Eighties" and approved the following recommendations:

"2. that the Board approve the dissemination of this report for response as outlined in the report

3. that such responses be submitted to the Director in writing."

Accordingly school principals were requested to share the report with their staff at a meeting during the week of May 20. Principals received a kit of materials to assist them in their presentation and had available a 15 minute television clip featuring an interview with the Director of Education which was intended to provide a general overview as a common base for an understanding of why the Plan was necessary and what it was about.

Principals were asked to identify, summarize and report in writing to the Director the responses of their staff to the Plan using the following questions as a framework:

"What are the implications of this Plan for you?"

"What are the implications of this Plan for your staff?"

"What are the implications of this Plan for your students?"

"What must be changed in order to implement this Plan?"

"What support services/resources will be needed?"

"What issues are not addressed?"

This report provides a summary of these responses, organized according to panel. It should be noted that the school submissions included a wide range of ideas and suggestions on many topics. This report identifies only the major issues and does not attempt to list in detail the full range of specific responses. Copies of school submissions will be available in the Minkler Library and should be examined in greater depth as the Plan develops. A list of the schools which submitted responses by June 13th is shown in Appendix A.

ELEMENTARY SCHOOLS

Responses concerning the Plan were received from 92 elementary schools. These responses were divided into eight categories as follows - comments concerning staff, students, the middle school, facilities, communications/public relations, services/resources and procedures, new ideas and issues not addressed. The number of responses varied considerably from category to category and in many cases the number of responses was greater than the number of elementary schools since most schools mentioned a number of different points related to each category.

CATEGORY	NO. OF RESPONSES
Staffing	493
Students	248
Middle School	228
Communications/Public Relations	194
Services/Resources/Procedures	87
Facilities	38
New Ideas	59
Issues Not Addressed	91

Staffing

Of greatest concern to staff in the elementary school was the method of staffing the new middle schools. For example, what will happen to Grade 6 teachers and will the seniority and the jobs of elementary teachers be protected in the middle school.

Many responses referred to the problems inherent in having more than one federation currently represented among junior high staff and staff wonder how it will be solved. Most comments made supported the idea that all teachers in the middle school must belong to the elementary federation. Concerns were expressed that this Plan would result in a number of forced transfers and the relocation of entire school staffs.

The issue of morale was also identified in a number of the responses. Most felt that morale was low and needed boosting and that staff anxiety will increase in light of the uncertain future.

There was mixed reaction concerning the opportunity for advancement in the future. Some perceived that there would be limited opportunities in this area, while others felt that the middle school would provide increased leadership opportunities and

as well there would be a need for more support staff, such as, program leaders.

Increased professional development, inservice training and retraining were seen by a number of respondents as necessary in the future as new skills are required.

A wide variety of additional comments were made by staff in the elementary schools including the need for specialized staff in the middle school, the necessity for curriculum changes in the new middle school, the importance of long term planning regarding redundancy and plans for relocation of staff in all panels. It was also felt that more elementary schools would close earlier as they lose their Grade 6 population and that reduced populations in the elementary school would result in more split grades. The problem of lack of younger teachers in the system and the necessity for more early retirement incentives was also identified. Concern was also expressed regarding the disruption of relationships between the school and the community, the need for a commitment to the Plan from all staff and the need for stability within a rapidly changing system.

Implications of Plan for Students

Responses in this category seem to centre around a few major areas of concern. The largest number of comments concerned the loss of leadership provided by Grade 6 pupils in the elementary school; it was felt that this would put too great a burden on Grade 5 pupils not yet mature enough to assume this responsibility. The loss of this grade was also seen as accelerating enrolment decline in the elementary school, thus increasing the number of split grades and inevitably hastening the closing of smaller JK-5 schools. Many comments were also made concerning the perceived loss of students to the separate school system as a result of the closing of many elementary schools and the necessity for Grade 6 students to travel greater distance to the middle school. The bussing of pupils, particularly Grade 6 pupils, to middle schools is a concern cited in a number of comments. Other comments made include the concern that the middle school should be run as an elementary rather than a junior high school, that the middle school would provide greater flexibility by providing an opportunity in the larger school to place students in the most appropriate class and that more opportunities would be provided in the middle school for enrichment activities. Some respondents expressed a preference for a two panel system JK-8 and 9-13, with the JK-8 division housed in one building.

Middle School

Of greatest concern to staff in the elementary schools was that the middle school might resemble the current junior high schools and be a mini secondary school rather than an extension of the elementary school. A number of the responses stressed

that programs offered in the middle school should be child-centred and should prov de limited rotary with increased emphasis on core programming. Elementary teachers also felt that the middle school should be staffed by elementary teachers with an elementary philosophy.

Staff in the elementary panel expressed concern that the middle school, if similar to the junior high, would expose pupils at too early an age to the problems of smoking, drugs, dances, etc. These teachers see the loss of the smaller "family" atmosphere of the elementary school and the lack of one adult to whom Grade 6 pupils can relate. On the other hand, some responses identified the better facilities available in the junior high buildings and the greater opportunity for a diversified program.

Among other individual comments made was the necessity to provide better communication with parents and teachers in the middle school, provide extra staff and resources for beginning middle schools and change the name of each middle school from that presently held by the junior high. Respondents also cited the problems that might arise when Grade 6 pupils are mixed with seven and eight pupils and the fact that the establishment of the middle school might drain money from the elementary panel. Once again, elementary staff indicated that they felt that some parents would opt to send their children to adjacent separate schools rather than the greater distances involved in travelling to the middle school.

Communications

Many elementary school staffs recognize the need and importance of having a Plan and having aims, goals and directions for the system. They recognize the need for communication with parents in order to gain co-operation and support. Towards this end they feel that the Board should publicize what the system can provide and especially how the middle school will be distinct and different from the junior high school. Elementary teachers have also identified ways in which they feel the success of the Plan can be better ensured. They cite adherence to the aims that have been stated, sincerity, support of and communication with school staff and the community and more time for people to provide input, as factors that will contribute to the Plan's success. Many teachers stressed the need for better communication with school staff, especially in keeping them aware of what was going on and making them feel a part of the planning process.

Many schools were sceptical of the sincerity of the Board in requesting teacher input about the Plan in view of the short amount of time given for responding.

Services/Resources/Procedures

Elementary schools emphasize the need for additional human resources, if the Plan is to be properly implemented. Such support would include additional program leaders and consultants, more supply teachers and paraprofessionals, a full time learning resource librarian in every JK-5 school and lunchroom supervision for children who must travel some distance. Elementary staff also feel that segregated classes for special education will be needed, counselling support in elementary schools required, that a reception program for immigrant students should be introduced and that there is a need for continuation of ESL/D and perceptual programs in the schools. Comments also pointed to the need for lunchroom facilities for children who must travel, increased bus service and additional furniture and equipment. Professional Development resources are also identified as being necessary, especially training for staff who will be teaching in middle schools. Establishment of resource centres for enrichment of existing French programs is a priority for at least one school staff. Finally, teachers in the elementary panel are adament in their feeling that support for the JK-5 school should not be weakened in order to provide resources for the middle school.

Consolidation of Facilities

Most of the comments made in connection with facilities centred around the necessity to modify schools in order to accommodate pupils in each of the possible options. It was suggested that junior high plants would need to be modified in order to accommodate Grade 6 pupils; for example, in this connection some teachers felt that junior high plants should get rid of lockers as they are reminders of the rotary system. Facilities and space in the elementary schools would be necessary to accommodate students who will now be staying for lunch. As benefits of consolidation, the elementary teachers identified the superior facilities and resources available in the junior high school.

Issues Not Addressed

Elementary staff members identified a number of issues which they feel have not been addressed by the Plan. Issues such as difficulties which might arise when Option III is not implemented on a uniform basis across the system, the number of Roman Catholics in the system and the possibility of a large scale loss to the separate school system, the number of elementary schools which will close in the next ten years, the impact on optional attendance and whether or not it will be available to Grade 6's and a comparison of the costs of implementing the three options. Staffing is another area in which concerns were expressed, particularly as it relates to the morale of staff, the Affirmative Action policy, leadership roles in the elementary schools and

the possibility of fewer male teachers in the JK-5 schools.

Teachers also wonder whether the needs of students have been considered in the Plan and whether there will be changes in the P.T.R. if the Plan is implemented. In the area of programing staff questioned whether special education programs would be lost at some schools and whether day care or nursery schools would be introduced into the elementary schools.

New Ideas

Staff in the elementary panel have provided a diverse list of new ideas which they would like to see considered. Among these were alternative organizational models, e.g. JK-3/4-8, intermediate school comprised of Grades 7-10, a two panel system with a middle school introduced into a JK-8 school not in a separate building. Additional ideas included a name change for some schools, especially the new middle schools. It was suggested that some schools could share resources or amalgamate. There was a feeling that the "families of schools" would disappear. Some responses suggested reducing the trigger points for school closings, others suggested increasing this trigger point. Reduction of the P.T.R., requiring teachers to stay in hard-to-staff schools at least five years, setting up more alternative schools to attract students now going to private schools and use of more resource people from the community are all ideas presented by elementary staff. There was also concern that staff not be penalized for staying with a school scheduled to close and that schools slated to close be given as many staff as necessary so as to maintain quality education. Finally, staff suggested that Adult Education and day care be provided and that teachers be trained to conduct these courses.

JUNIOR HIGH SCHOOLS

Responses concerning the Plan were received from 24 junior high schools. As with the elementary school submissions, responses were divided into eight categories, as follows:

CATEGORY	NO. OF RESPONSES
Staffing	205
Students	74
Middle School	70
Communications/Public Relations	48
Services/Resources/Procedures	30
Facilities	21
New Ideas	13
Issues Not Addressed	24

Staffing

More responses were made by junior high teachers concerning staffing than any other category. Of major concern in this panel was the question of federation affiliation. Questions were raised about seniority, benefits and "bumping" should a teacher have to change federations. Concern was also expressed as to whether junior high chairmen, vice-principals and principals would be qualified to assume leadership roles in middle schools. The feeling was expressed that teachers should be able to teach at the most appropriate panel level and not be forced to change federations. In addition, the opportunity to specialize should not be lost in the middle school. A smooth transition must be ensured for those teachers in the junior high school not dually qualified.

A large number of responses dealt with leadership, advancement and positions of responsibility. Although some concern was expressed that there might be fewer positions of responsibility in the middle school, staff cited the need to promote, to provide financial incentives for in-school leadership in the new middle school and to obtain the best staff possible. One staff group suggested that the Units of Staff Strength model of leadership be used for the middle schools.

Junior high staff identified a number of situations which they felt might affect the morale of teachers, e.g. changes in role or federation, increase in class size, return to core programming, closing of schools and inability to utilize strengths fully.

The opportunity for lateral and vertical mobility for staff is another area of concern. This included concerns about the opportunities that would be available for junior high teachers in secondary schools and the method in which staff would be assigned to new schools.

There was recognition of the need for increased professional development programs to train teachers for new programs in the middle school. In this same context the importance of giving staff the opportunity to experience a variety of teaching situations was also mentioned. Teachers also suggested that extra staff be allocated to the schools during the phase-in of the plan and that time for planning for the new organization be allowed. They also felt that school staff should have a hand in designing the middle school and that more cross panel liaison would be needed to make the Plan workable.

Concern was also expressed that special subjects (e.g. shops, music) would be threatened unless specialized staff and facilities were made available and special staffing formulas would be necessary in the middle schools in order to allow a variety of programs to be continued. In conclusion, junior high staff stated that the Board should establish a single pay/benefits plan for all teachers based on qualifications rather than federation affiliation.

Students

Responses received from junior high school staff in this category centred around concerns in the area of program. Comments made included the fact that the selection of teachers and program for the middle school would be important in ensuring its success and that changes to reflect a different population must not be allowed to affect the quality and variety of the program offered. The focus should be more student centred with more core programs and less specialization. Other ideas provided included the fact that more counselling services would be needed, the middle schools would require more of an elementary philosophy, larger classes would likely exist in the middle school and specialists would be lost to the secondary panel.

Responses also reflected concern about the effects on Grade 9 students who may have some difficulty adjusting to the demands of the secondary school where they would no longer be the senior students, although they could benefit from secondary programs. Teachers suggested that Grade 9 students could be assigned staff advisors to aid in the transition.

In like manner, junior high school staff were concerned about the effects of the middle school on Grade 6 students. These students, who may be too immature for rotary and the problems of travelling, need to be protected. Parents, too, may need reassurance that the Grade 6 students would benefit from the programs and facilities in the middle schools. These teachers, like their colleagues in the elementary panel,

acknowledge the fact that the elementary school would lose the Grade 6 students as role models for younger pupils.

A middle school organization will result in increased distances for students to travel and, therefore, increased use of buses. Secondly, there is a concern that there will be more students moving to other systems as schools close.

Middle School

Comments made by junior high staff directly related to the middle school focused on program and staffing. Teachers felt that class size would be increased due to the loss of the Grade 9 students and the use of the elementary staffing ratio. This may result in a decline in the quality of programs, equipment and facilities. They also felt that the number of options, the specialized subjects and the enrichment opportunities would decrease. Schools would also have to be reorganized to meet the needs of younger students. This would result in new programs, materials and facilities. A greater teacher workload was also envisioned which may result in fewer extra-curricular activities being made available. Staff commented that they expected that there would be a stronger relationship between students and core teachers in the middle school.

In the area of staffing teachers felt that a special staffing formula would be necessary for middle schools. They also reported that teachers in the middle school would end up being generalists rather than specialists.

Some junior high staff members felt that an adequate case was not made in the Plan for the middle schools. Junior high schools, they say, already do the job. In their opinion, a more clearly stated philosophy is necessary. Other staff members support the elimination of all junior high schools in the system and the establishment across the city of middle schools.

Communications

Comments made by staff members reflected the feeling that the present system is better than the middle school system and perhaps the junior high schools are being done away with for the sake of expediency and economics rather than for sound educational reasons. There may be other alternatives that should be considered. Criticisms were also levelled at the philosophical basis of the Plan which it was felt was being used to justify a financially-based policy. A number of responses also criticized the lack of time given to school staff to develop appropriate responses to the Plan.

Junior high teachers felt that if the Plan was to be successful, senior adminis-

tration must gain the confidence and support of teachers regarding the motives for the middle school. Some also support the adoption of the middle school concept at the same time in all areas. They recognize that attention needs to be paid to the morale of junior high staff during the transition to middle schools. Again, these teachers feel that a clearly articulated philosophy for each of the three panels, including the middle school, must be developed. They also recommend that a thorough study of the middle school should be undertaken in order that possible pitfalls might be avoided.

A number of staff members recognize the need for improved communication with parents and the community to ensure that the Plan is understood and accepted. The system must convince the parents of the advantages of the consolidation plan. Some respondents stated that parents, in their opinion, were happy with the present system and would react to a change by sending their children to the separate school.

In a positive vein, a number of staff responses expressed approval of the planning model. Those expressing approval supported Option III, approved of a three year school arrangement with Grades 6-8, recognized the need for action and expressed support for the five aims.

Finally, the teachers asked that they be informed of the advantages of the middle school and that the research on which the Plan is based be shared with them.

Services/Resources/Procedures

Staff members recognize the need for more professional development courses to aid them in making the transition to the middle school. Such sessions, they feel, will be particularly valuable in the development of a philosophical rationale and programs for middle schools, will help teachers at the junior high level to deal with Grade 6 pupils, and, finally, will help teachers at the secondary level to deal with Grade 9 students. They also feel that guidance and leadership personnel will need assistance in preparing for the transition.

Additional personnel for counselling, library and secretarial assistance, para-professional help and resource staff to help prepare new programs are all seen as important.

Teachers also feel that additional funds will be needed for building changes, equipment and supplies to reflect the change in school population. They also see a change in school population. They also see a change in the role of guidance services with less emphasis on the credit system. Comprehensive curriculum planning will be needed across the system in the opinion of some staff. They also state that more support may be needed for resource centres in the schools.

Facilities

In this area there were relatively few comments from staff, although those comments made identified the necessity to modify certain features, such as furniture, plant, playground equipment, resource materials and library resources in order to accommodate younger children. They also felt that Grade 6 students would benefit from the better facilities, such as shops, family studies, music and science rooms which would be maintained in the middle schools.

Issues Not Addressed

Junior high staff raised a number of issues which they felt had not been addressed by the Plan. They questioned the implications of using different options in different areas rather than one uniform plan across the system. They also questioned the validity of the "trigger" points used for school closings and wondered if they were based on objective research. Concerns were registered regarding the effects of optional attendance on the differentiated middle schools. Again, these teachers felt that the advantages of the middle school system should be clearly articulated to all staff. They also wondered whether the needs of Inner City areas had been taken into account. Staff also felt that a clearer statement of the pedagogical rationale for the Plan should be made. Concerns regarding how the middle schools would be funded and whether funds, supplies and staffing of the middle schools would be equivalent to that already enjoyed by junior high schools, were voiced.

New Ideas

The following additional ideas were suggested by staff in the junior high schools. Some responses suggested that the Plan should consider a Grade 7-10 middle school which would encompass the Intermediate Division. Others felt that the families of schools and administrative areas should be revamped to correspond to the 10 Geographic Planning Areas. Some teachers stated that the secondary schools must make changes to address the problems of attendance and dropouts. It was suggested that committees for each of the panels be set up to oversee and co-ordinate the changes involved in the transition and that these committees should include representation from the federations. Concern was also expressed that a close monitoring of attendance patterns be made following school closures in order to determine whether students have moved to the designated schools or to separate schools, private schools or other systems. Finally, teachers felt that better contact should be maintained with outside agencies, such as C.A.S., police, public health and the business community.

SECONDARY SCHOOLS

Responses concerning the Plan were received from 17 secondary schools. As with the elementary and junior high submissions, responses were divided into eight categories, as follows:

CATEGORY	NO. OF RESPONSES
Staff	86
Communication/Public Relations	50
Students	43
Services/Resources/Procedures	28
Middle School	5
Facilities	6
New Ideas	24
Issues Not Addressed	26

Staff

The area in which secondary schools made the most comments was the implications of the Plan for staff, particularly the need for staff preparation to provide programs and the effects this Plan will have on staff surplus (bumping and seniority). It is perceived that more demands will be made on the secondary staff, particularly Department Heads and school administration, to develop new school philosophies, objectives and programs to include Grade 9 and to prepare staff from both junior high and secondary to teach new courses, at a time when positions of responsibility are being cut back. In addition, staff will need direction in understanding and working with the problems of young adolescents, a different approach to teaching and more time to properly prepare.

It is the belief of a number of secondary staffs that redistribution of junior high OSSTF members in secondary schools will cause a higher level of disruption, ultimately accelerating the loss of younger teachers and creating a larger number of OSSTF surplus staff. This problem is seen to be compounded by the present Elementary Federations' position on accepting affiliated Federation members' seniority and security.

A few schools expressed concern for the morale of staff. They believe morale will decline due to increased bumping and staff surplus along with less opportunity for

promotion resulting from increased numbers competing for fewer positions of responsibility.

While one school indicated the adoption of Option III should have a positive effect on staff, other schools mentioned the need to help staff by providing more opportunities to upgrade without loss of seniority, helping teachers to assess their future in education and possibly finding alternate careers, informing them of the system's program needs, and changing summer school and night school to employ "full-time" teachers.

Other comments concerning staff included, the administration should be more aware of teachers' feelings, reorganize the Board administration to meet needs, lower pupil-teacher ratio, provide more preparation time before implementing the Plan.

Communication

Secondary school staff indicated the Plan was too general, not easily understood, discussed finance, numbers and structures and did not display concern for people, jobs, quality of program in the classroom, existing school programs and flexibility for students. Several comments indicated that school staffs lacked confidence in and support by Trustees due to the Trustees' lack of visibility and recent events during bargaining and the reorganization of positions of responsibility. Some schools also expressed a lack of faith in the sincerity of the Board's commitment to morale, human relationships and communications. They were pessimistic about the impact of their opinions as their ideas/concerns were solicited at a late stage in the process of consolidation.

A number of schools on the other hand made positive comments or suggestions about the Plan and were pleased that the Board was doing some long range thinking and had given them the opportunity to respond. Some schools expressed support for Option III which they feel provides the greatest flexibility, fewest school closings, preserves more jobs and should be beneficial to students.

Several schools expressed concern about the lack of time to properly study the contents of the Plan. One week was not enough for teachers to investigate the ramifications of the ideas presented. Other schools mentioned the time of year was poor or staff were tired but not necessarily disinterested. These circumstances were listed as reasons for their responses being short and not as informative as they had wished. A few schools requested a delay in Board decision-making to permit either in-school committees or a Board Task Force to study the Plan in detail.

Other comments included requests for a Trustee to visit the school to answer staff concerns, a public campaign for support of Option III and a need for change in the relationship between Board, administration, Principals, teachers and Federations

if the Plan is to be successfully implemented.

Students

Secondary school staff believe the moving of Grade 9 students to the secondary school will be of benefit by increasing the number of courses available to them, helping to maintain some course offerings during an enrolment decline and providing parents and students with better communication about available programs for selection of options. Addition of Grade 9 students to secondary school was seen by staff to have minimal effect on the present student body except for the possible adjustment of sharing facilities and activities with younger students.

Concerns were expressed about students travelling greater distances, bussing and the number of students who will seek optional attendance due to lack of space available in some schools. Most schools mentioned the need for internal reorganization and alteration of procedures, e.g. reporting system, orientation procedures, development of a method to involve Grade 9 students in Student Council, athletics and music, and the need for professional development of staff.

Staff believe there will be more flexibility available for students to plan their Grade 9 and 10 course arrangements, more continuity in the academic program, a disappearance of the problem of co-ordinating and providing compulsory courses, e.g. Canadian Studies and History, for Grade 9 students in two different panels and more consistency in the Grade 9 general program. If Option III is adopted, teachers will need to carefully plan with middle school staff to maintain program quality and continuity.

Other comments included a possible problem of program restriction due to enrolment decline, a danger of focusing on system priorities rather than quality of education in the classroom and concern for students if the middle school concept is phased in and some pupils have the advantage of the new system while others in neighbouring areas are still in the current system. Some schools also mentioned a need to improve night school and summer school standards of teaching and evaluating due to their perception that there will be an increased number and variety of students who will take advantage of attending these classes.

Services/Resources/Procedures

The secondary school staff expressed a need for assistance in curriculum development possibly in the form of writing teams, staff to provide retraining in the intermediate area, additional staff for ESL, SLD, guidance counsellors, administration in schools and support staff (e.g. secretarial, A.V. and special teaching areas). As well, assistance will be required from support staff (e.g. Psychologists and Reading) to provide profes-

sional development in dealing with young adolescents.

Some schools mentioned the need for initial funding to provide new texts, reference matericl, equipment and supplies and the provision of new facilities for options (e.g. Family Studies, Industrial Arts, ESL and SLD).

Other comments included the need to increase communication to communities and a team or individual to respond to staff, student and community questions and complaints.

Middle School

Three of the four comments made by secondary schools indicated acceptance of different aspects of a middle school concept. Two schools approved of the three tier middle school idea with students experiencing three different schools during their education and the provision of extra facilities for Grade 6 pupils located in former junior high buildings. One school agreed with the concept of all Grade 9 students being in secondary schools since some secondary schools presently provide a full Grade 9 program.

One school was concerned with the lack of documentation in the Plan indicating the benefits of placing Grade 6 pupils with Grade 7 and 8.

Facilities

There were few comments regarding facilities. Support was expressed for the idea of providing better facilities to both Grade 6 and Grade 9 students by moving them into junior high and secondary facilities, respectively. There was also mention of the need for expansion of facilities and staff in overcrowded areas.

New Ideas

A few secondary schools made suggestions for developing and implementing the Plan. They recommended a review process to monitor the development of the Plan, an investigation of extra expenses necessary for transportation and an investigation of alternative uses for closing schools.

Other schools recommended that the Board continue to expand adult education, summer school, night school, adult education at day school, senior citizen activities and programs for the physically handicapped. It was also suggested that the Board publicize our services and examine our goals and values with a view to attracting a wider clientele.

Other comments included the suggestions that a senior Board official visit secondary schools to answer questions concerning the Plan, we should address ourselves to the problem of providing different models for different community circumstances and all students should attend a regular secondary school for Grade 9 before applying to a different type of school (e.g. A.I.S.P.).

Issues Not Addressed

The secondary school staff raised a number of issues which they felt had not been addressed in the Plan, for example, the implications of introducing the middle school approach at different times across the system, the pedagogical implications of the Plan, the funding required, the implications of eliminating Grade 13 and the retention of students.

APPENDIX A

This report was based on submissions received by June 13th from the following schools.

ELEMENTARY

Anthony P.S.
Appian P.S.
Arbor Glen P.S.
Armour Heights P.S.
Avon Glen Program
Bannockburn P.S.
Blacksmith P.S.
Blaydon P.S.
Bluehaven P.S.
Brian P.S.
Broadlands P.S.
Brookbanks P.S.
Burnett P.S.
Calico P.S.
Cameron P.S.
Cassandra P.S.
Chalkfarm P.S.
Charles H. Best W.*
Cherokee P.S.
Churchill P.S.
Cliffwood P.S.
Cornelius P.S.
Cresthaven P.S.
Crestview P.S.
Cummer P.S.
Dallington P.S.
Daystrom P.S.
Dellcrest P.S.
Downsview P.S.
Drewry P.S.
Driftwood P.S.
Edithvale P.S.
Elkhorn P.S.
Ernest P.S.
Faywood P.S.
Fenside P.S.
Finch P.S.
Firgrove P.S.
Forest Manor P.S.
Gateway P.S.
George Anderson P.S.
Glen Park P.S.
Glen Rush P.S.
Gracedale P.S.
Gracefield P.S.
Greenland P.S.
Grenoble P.S.
Gulfstream P.S.
Harrison P.S.
Highview P.S.
Hollywood P.S.
Jeanne Lajoie P.S.
Karen P.S.
Kenton P.S.
Kingslake P.S.
Lescon P.S.
Lillian P.S.
Mallow P.S.
Maple Leaf P.S.
McKee P.S.
Melody P.S.
Pelmo Park P.S.
Muirhead P.S.
Norman Ingram P.S.
O'Connor P.S.
Overland P.S.
Owen P.S.
Park Lane P.S.
Pineway P.S.
Pleasant P.S.
Ranchdale P.S.
Rippleton P.S.
Roding P.S.
Roywood P.S.
Seneca Hill P.S.
Shaughnessy P.S.
Shoreham P.S.
Silverview P.S.
Sloane P.S.
Snowcrest P.S.
Spring Garden P.S.
Stanley P.S.
Steelesview P.S.
Stilecroft P.S.
Three Valleys P.S.
Topcliff P.S.
Tumpane P.S.
Victoria Village P.S.
Whitfield P.S.
York Mills P.S.
Yorkwoods P.S.
Yvonne P.S.

JUNIOR HIGH

Bayview J.H.
Beverley Heights J.H.
Charles H. Best E.*
Don Mills J.S.
Don Valley J.H.
Donview Heights J.H.
Emery J.H.
Fisherville J.H.
G.B. Warren J.H.
Herron Valley J.H.
Highland J.H.
Jane J.H.
Lawrence Heights J.H.
Ledbury Park J.H.
Northmount J.H.
Oakdale J.H.
Pierre Laporte J.H.
Pleasant View J.H.
Queensborough J.H.
R.J. Lang J.H.
St. Andrew's J.H.
Willowdale J.H.
Windfields J.H.
Woodbine J.H.

* Charles H. Best Elementary and Junior High submitted one submission which, for the purposes of coding, was included with the Junior High schools.

SECONDARY

A.I.S.P.
A.Y. Jackson S.S.
Bathurst Heights S.S.
Don Mills C.I.
Downsview S.S.
Emery C.I.
Etienne Brûlé S.S.
George S. Henry S.S.
Georges Vanier S.S.
Northview Heights S.S.
Sir Sandford Fleming S.S.
Victoria Park S.S.
Westview Centennial S.S.
Wm. Lyon Mackenzie C.I.
York Mills C.I.
Yorkdale S.S.
C.W. Jefferys S.S.

RESEARCH REPORT

A COMPILATION OF RESPONSES RECEIVED FROM INDIVIDUAL STAFF MEMBERS AND PROFESSIONAL ORGANIZATIONS TO THE WHITE PAPER "EDUCATION FOR NORTH YORK IN THE 80's"

Department of Educational Planning, Research & Development

June, 1980

INTRODUCTION

A total of 35 submissions responding to the report "Education for North York in the Eighties" were received by June 13 from individual staff members and professional organizations. While some reflected the notions of the individual authors, most were developed through consultation with relevant staff groups, or on behalf of such formal organizations as the teachers' federations. A list of submissions is shown on the following page as acknowledgement of these contributions to the development of the aims and objectives presented in the Plan.

While many of these submissions were relatively brief, several were more comprehensive and detailed and four are appended intact as illustrations of such responses. The following comments represent a brief overview of the major issues raised by staff and organizations. The full submissions should be studied in greater depth as the development of the Plan takes place. All submissions will be on file in the Minkler Library.

SUMMARY OF RESPONSES

Many staff addressed the section dealing with the development of the Comprehensive Plan (Part A). Consistent mention was made of the opportunity to use the Aims outlined in the Comprehensive Plan to forge new, and strengthen existing links between the Board and its various 'communities'. This was seen as an opportunity to positively address the claim that the Board's operations were often seen to be conducted in isolation. Specific identification was made of such elements of the broader community as teachers' federations, the media, students and parents and parent-school groups. These notions were presented within the context of the challenge facing the Board of acting in order to manage the future, rather than responding to developments that have already occurred.

With regard to Part B, School Consolidation, the most frequently mentioned issue centred on the problem of teacher federation affiliation at the Middle School level. Among teachers presently working in a Junior High setting, 398 are affiliated with an elementary federation and 514 with the secondary federation. Respondents felt, therefore, that it seemed likely that a surplus of secondary affiliated teachers will remain at the Middle School level, although this will be influenced by the timing of the transition to any new organizational scheme. Clearly a demand was expressed for a carefully-deliberated and 'fair' process of establishing procedures to resolve the problem. This necessity was reinforced by the frequent mention made to the more general problem of teacher morale.

Many responses expressed concern about the issue of positions of leadership and responsibility within the proposed Middle School setting. While specific mention was made of such related issues as seniority and federation affiliation within this context, most concerns were of a more general nature. They tended to focus on the need to clarify the organizational pattern to be followed for leadership positions within the Middle School frame of reference. These concerns were closely related to those insisting upon the development of a distinctive Middle School philosophy, one that was conspicuously different from the Secondary approach (i.e. seen to be subject-centred) and catered to the needs of the Middle School students.

List of Staff and Professional Organizations Submitting Responses

Superintendent of Schools - Western Region
Superintendent of Personnel Services
Superintendent of Educational Services
Assistant Superintendent - Community and Alternative Programs Branch - Educational Services
Assistant Superintendent - Curriculum and Media Services Branch - Educational Services
Assistant Superintendent - Special Programs Branch - Educational Services
Assistant Superintendent - Pleasantview/Victoria Park Family
Assistant Superintendent - Fleming/Mackenzie Family
Assistant Superintendent - Earl Haig Family
Assistant Superintendent - Vanier Family (2)
Assistant Superintendent - Henry/Don Mills Family (2)
Administrative Assistant - Curriculum and Media Services Branch
Co-ordinator - English
Co-ordinator - Modern Languages
Co-ordinator - Media Services
Co-ordinator - Technological Studies
Co-ordinator - School Consolidation
Supervisor - Early School Leaving Program
Consultant - Affirmative Action/Women's Studies*
Teacher - Emery C.I. (J. Dornai)
Teacher - Emery C.I. (E. Devai)
Teacher - Broadlands (C. Wingell)
Teacher - Don Valley J.H. (Ross Dibble)
Teacher - Beverley Heights J.H. (A. Howlett)
Teacher - Beverley Heights J.H. (D. Greenwood)*
Attendance Counsellor (W. Knaap)
Profile Concerns Committee - G.B. Warren J.H.
Support Services Team - A.Y. Jackson Family
O.S.S.T.F. (Dave Crisp)*
W.T.A./O.P.S.M.T.F. (Joy Longfield)*
Women in Leadership (R. Harris)
Inter-Disciplinary Educational Association (J. Trelivng)
North York Elementary Principals Association

* These responses are reproduced in their entirety in the Appendix

Respondents also made frequent mention of the need to provide upgrading and retraining programs and personnel in the wake of the changes proposed by Option III. For example, Elementary personnel will need assistance in developing leadership from a younger student group (now Grade 5), Middle School personnel request curriculum assistance in developing a distinctive Middle School experience, and those at the Secondary level foresee the need for aid in providing appropriate programs for new groups of Grade 9 students.

Support staff stressed the importance of maintaining personnel numbers, particularly during a transition period, in order to satisfy student needs. The proposed move to a Middle School was also cited as evidence of the need for a redefinition of the specific roles of support staff members. In a similar view, many staff queried the fate of option varieties and specialized programs and subjects within a Middle School.

Some submissions made reference to issues related to timing, i.e. inadequate time had been offered for meaningful consultation and informed response. Others suggested the need to carefully co-ordinate the transition phases for different areas of the City whether this meant moving more slowly than anticipated in the report, or ensuring a City-wide move to a single organizational scheme.

APPENDIX

ontario secondary school teachers' federation

osstf

district 13 (north york)
5803 yonge st., suite 102, willowdale, ont. m2m 3v5 223-6035

June 5, 1980

Mr. K. Kinzinger
Director of Education
Board of Education for the
City of North York
5050 Yonge Street
Willowdale.

Dear Mr. Kinzinger,

Enclosed is the District brief on the Comprehensive Plan.

Needless to say, as the situation develops we will be expanding on our concerns and offering, where possible, suggestions for modifications of any option selected. However, our general concerns about the plan in its present status are given here and will form the basis from which we would probably develop further presentations. I trust the Committee has identified major areas for attention.

Yours truly,

Dave Crisp
President

Encl.

O.S.S.T.F. DISTRICT 13

Response to Director's Report

'EDUCATION IN NORTH YORK IN THE EIGHTIES'

June 1980

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RESPONSE TO "EDUCATION FOR NORTH YORK IN THE EIGHTIES"

Introductory Remarks

All educators realize that change within a school system is inevitable. No program can remain inflexible in the face of the challenge of declining enrolment. However, any plan, to be effective, must have the support of all members of the school environment - students, teachers, parents, trustees, administration and community. Such support will only come if all those affected have a say in the organization and development of such a plan. All those affected must perceive that they have played a role in choosing a course of action that will be the most effective and least disruptive to the educational system and to the people involved.

It is therefore with grave concern and reservations that District 13 responds to the process of development of the Directors plan for 'Education in North York in the Eighties' as the plan appears to have been entirely developed by senior administration with no input from practising educators and the community.

1. The severely restrictive time lines placed on the teachers denies the opportunity for proper analysis of the plan and limits the opportunity for positive creative suggestions. Approval of the plan on June 23 will leave the impression of imposed change rather than chosen change.

2. Constructive response to the plan is also difficult due to the lack of data available in the report. Only one variable (enrolment figures) has been addressed. The report does not include information that is relevant to the process. District 13 would like to see information such as marketing studies, student dropout and transfer ratio (as related to school closure), cost effectiveness of school closure. (savings compared to renovation, busing costs etc.) Without this, realistic evaluation of the plan is impossible.

3. District 13 is also concerned that many important variables have been

overlooked in the report. Nowhere is the issue of class size and staffing addressed. Factors influenced by collective agreements have been ignored. The implication of Duncan Greene's report on the secondary school program will also affect the future system. The flexibility demands of a credit program may no longer be needed and minimum school size figures could alter drastically as a result.

Despite the above limitations, however, District 13 O.S.S.T.F. will endeavour, in the rest of this brief, to highlight areas of concern to the members. It is our hope that the Board will meet these concerns enabling the teachersof North York to work with the Board to implement change and maintain a quality program for all students in the city.

Response to Part A Comprehensive Plan

District 13 O.S.S.T.F. does endorse the five aims included in the working paper. However, the District does have concerns that stem from the overall vagueness of the wording and would seek clarification on the following points.

AIM #1 - TO DEVELOP AND IMPLEMENT PLANS FOR DELIVERY AND CONSOLIDATION OF PROGRAMS AND SERVICES WHICH WILL PROVIDE OPPORTUNITIES FOR APPROPRIATE EDUCATION FOR ALL NORTH YORK STUDENTS.

1. Will consolidation of programs lead to the elimination of programs deemed to have a lower priority than others? If so, who shall judge? Could this lead to reduced provision for special language programs designed to meet the special needs of minority groups in the system? Could this lead to a trend of supporting only the high profile 'popular" programs at the expense of other essential and educationally valued but less 'flashy' needs?

2. Does the term all North York students imply inclusion of adult students (attending for upgrading and recreational purposes) and drop-back students accompanied by an aggressive advertising campaign to publicize such programs?

AIM #2 - TO PROVIDE NORTH YORK STUDENTS WITH THE BEST STAFF AVAILABLE FOR THEIR DIVERSE PROGRAMS AND SPECIAL NEEDS.

1. How does the Board intend, in co-operation with the Federation to pursue this?
Will additional staff be provided to schools beyond the minimum allotment specified in the Collective Agreement?
Will the Board adopt a merit program or try to adopt a process of selective firing as opposed to seniority?

2. Does such an aim entail a commitment by the Board for extensive retraining

and professional development of staff in order to facilitate teacher movement from one area to another during times of declining enrolment?

AIM #3 - TO DEVELOP AND IMPLEMENT PROCEDURES FOR IMPROVING AND THEN MAINTAINING MORALE.

1. Will adoption of this aim mean that the Board will not proceed with its policy of reorganization in the secondary schools, term appointments and contract terminations since these are among the most anxiety-causing actions from the point of view of the teachers?

2. Will there be other specific examples of action for this and, if so, what might they be?

AIM #4 - TO DEVELOP RELATIONSHIPS AMONG STUDENTS, STAFF, TRUSTEES AND ADMINISTRATORS WHICH WILL PERMIT THE SYSTEM TO ACHIEVE ESTABLISHED GOALS.

District 13 O.S.S.T.F. heartily endorses this aim and hopes that the consultative committees established by the Collective Agreement will be an effective device to ensure success in this area.

AIM #5 - TO DEVELOP AND IMPLEMENT MORE EFFECTIVE COMMUNICATION WITHIN THE SYSTEM AND WITH THE NORTH YORK COMMUNITY.

District 13 supports this concept but is obliged to ask the following in light of the dismayingly short time lines related to this working paper.

1. Is the restrictive process being followed for the Director's 'Report on Education in the Eighties' considered to be effective communication?

2. Does the Board agree that communication must be two-way and be perceived to be two-way?

3. Poor communication will undermine Aim #1 and especially Aim #3.

In summary, District 13 O.S.S.T.F. believes that a moral commitment of a Board to these aims accompanied by concrete examples of their implementation cannot help but lead to improved relations between the teachers and the Board.

Response to Consolidation Part B School Consolidation Plan

While O.S.S.T.F. respects the pressures placed on the Board as a result of declining enrolment, it is difficult to assess Board minimum numbers for school closure without the data relating to the financial and program implications of small schools.

However, faced with the reality of the Board's commitment to school closure, District 13 would like to point out areas of concern and questions that must be answered before teachers will feel comfortable pursuing any plan of consolidation.

Concerns Common to All Options

1. District 13 is concerned over the arbitrary numbers presented as minimum school sizes in the consolidation plan (i.e. 120 for JK-6, 301 for junior highs, 801, 501, 401 for senior secondary or 1000, 601, 401 for senior seconday) Nowhere in the plan, are there data to explain and justify these numbers. Further questions must also be addressed before teachers, students and communities can be expected to support closures. For example: -

'How many staff would be required to maintain programs in smaller schools above the minimum set in the Collective Agreement?'

'What effect would additional 'decked' staff have on these closure numbers?'

'What effect would smaller class sizes have on these numbers?'

'Are bigger schools necessarily less expensive when student drop-out and transfer to other systems as a consequence of closure is examined?'

'In a system which the Director states is composed of a 'lot of little North Yorks' what will be the effects on the communities and students as a result of the loss of neighbourhood schools?'

2. District 13 is also concerned about the staff and student anxiety related to school closures.

For staff, the relocation, loss of continuity, potential loss of leadership positions (i.e. chairmanships, principalship, vice-principalships) increases stress and lowers morale.

What assurance will the Board give to members in leadership roles?

What provisions will be made for retraining, career counselling and professional development for displaced staff?

For students and parents there is the anxiety and stress associated with relocation and busing. The lack of continuity in the school environment can also lead to transfer of students into other school systems at a time when North York can ill afford to lose them. What provisions will the Board make to alleviate these concerns?

To what extent is the Board willing to temper its closure policy to deal with proposed aim #3 regarding morale?

3. District 13 is also troubled by the absence of cost figures related to closing and would request information from the Board on the following:

How many students are lost to the system during closing (i.e. do not appear at the consolidated school) but transfer to other systems?

What is the financial implication of this?

What is the cost of busing students as a result of closing?

What is the cost of renovating consolidated schools?

How do the costs of vandalism relate to school size? Does the consolidated school show an increase in vandalism and violence as a result of the anonymity of students and staff following the upheaval of relocation?

How do these costs relate to maintaining the original school, perhaps, with additional staff?

Specific Concerns

Option 1: This option could continue to be feasible if accompanied by acceptance of the proposed aims and appropriate modifications to present arbitrary staffing, program and closure policy. Under such conditions this option could in fact lead to the least amount of disruption.

The major difference between this option and Option 3 is based on enrolment figures not given in the report nor, in fact, officially predicted at this time.

Option 2: Many concerns related to the abolition of the Grades 7,8,9 intermediate school, common to both Options 2 and 3 are discussed below under Option 3. However two obvious problems arise in JK to 8 schools:

1. The advisability of mixing early adolescents and young children can be strongly questioned.
2. The minimum size of a JH-8 elementary school (500) is very large for young children.

This option is the most destructive to both students, staff and community. Does it really deserve further study or comment?

Option 3: What would be the Board's commitment to its O.S.S.T.F. affiliated staff under this proposal?

- The letter of intent contained in the present Elementary Collective Agreement will have a significant negative effect on the willingness of O.S.S.T.F. members to staff the proposed middle schools.
- To what extent will O.S.S.T.F. members be given a free choice of Federation should this option be implemented?
- Junior High School facilities will be wasted if specialized programs in industrial arts, family studies, theatre arts, science, art or music are de-emphasized.

- Education in middle schools will, by their very definition, be less effective for Grades 7 and 8 students than in Junior High Schools. Fewer options will be available along with fewer specialized staff.
- No details at all are given about the structure of the middle school. Will chairmanships continue? Will guidance and library support services continue? What will the policy be on use of principals and vice-principals?
- Retraining will be required for secondary trained teachers to teach at the Grade 6 level (Junior Division) in a middle school.
- The potential for hostility at both the present elementary and senior secondary level is high if O.S.S.T.F. members in Junior High Schools move into those panels and Federations.
- If middle schools are staffed on the basis of elementary staffing ratios, class sizes will rise to even higher levels than those that exist at present in Junior High Schools, especially for Grades 7 and 8.
- Breaking the system at Grade 8 would impose further restrictions and rigidity on inter panel movement of staff.
- To what extent will a new system organization cause a loss of students to the private or separate school systems?
- Can, or should, the North York Board attempt to administer, <u>simultaneously</u>, two separate organizational structures (i.e. Junior High <u>and</u> Middle Schools)

In summary, all options pose some questions and difficulties for O.S.S.T.F. at this time.

Concluding Remarks

District 13 O.S.S.T.F. does agree that a comprehensive plan is essential before meaningful, educationally sound decisions can be made. Such a plan will be successful if all affected parties are involved in the development and have been fully informed and educated on the 'need' for such a plan and the 'reasons' for its specific adoption. This cannot occur without the presentation of complete information accompanied by extensive dialogue in an unrushed and flexible setting.

Implementation of a plan must attempt to accommodate the anxieties of all groups with specific examples of good will.

If all these steps are done in a spirit of co-operation with provision for review of the plan at regular intervals, it can be successful.

Real, meaningful solutions to complex problems require time and trust.

To paraphrase a proverb, 'Decide in haste, regret at leisure'.

RECOMMENDATIONS

In light of the preceding comments and concerns, O.S.S.T.F. District 13 makes the following recommendations:

Recommendation 1:

That no decision be taken on the Comprehensive Plan (Part A) until all affected parties have been consulted and perceive that the consultation has been meaningful.

Recommendation 2:

That no decision be taken on the School Consolidation Plan (Part B) until:

a) all affected parties have been consulted and perceive that the consultation has been meaningful

and b) these options and other alternatives have been explored and documented in greater detail, based on more than one variable.

Recommendation 3:

That a mechanism be established to encourage the development of creative responses to the problems of declining enrolment in such areas as:

- teacher retraining
- professional development
- program development and implementation
- community education
- the sharing of excess plant and staff with community groups.

PART A

COMPREHENSIVE PLAN

AIMS

CONCERNS

AIM #1 - danger of prioritization of programs

- vagueness of who is included in the term all students

AIM #2 - possible conflict between best staff and seniority

AIM #3 - morale problems related to current policies re reorganization, term appointments and terminations

AIM #4 -

AIM #5 - concern that communication can only occur if timelines are flexible.

PART B

CONSOLIDATION PLAN

CONCERNS WITH ALL OPTIONS

1. Lack of data relevant to minimum school size decisions.
2. Student, staff and community anxieties related to closure.
3. Lack of costing of expenses related to school closings.
4. Lack of clear schedule for resolving associated problems before finalizing decision.

OPTION 1

1. lack of consideration of alternatives in staffing, class size and the effect on number of closings

OPTION 2

1. mixing of adolescents and young children
2. size of school (500) is large for small children

OPTION 2 & 3

1. concern re cross panel transfers and federation changes and seniority change
2. waste of some specialized junior high facilities
3. loss of positions of responsibility
4. negative effect of middle school on class sizes
5. simultaneous administration of intermediate and junior high schools

NORTH YORK W.T.A. O.P.S.M.T.F. NORTH YORK

277 Finch Avenue West
Willowdale, Ontario M2N 4S3
221-3471

EDUCATION FOR NORTH YORK IN THE EIGHTIES

The Elementary Branch Affiliates welcome the opportunity to respond to the Comprehensive Plan for the directions for education in North York in the Eighties.

We firmly support the three major assumptions on which the report is based.

1. That it is better to act rather than react, and so increase the possibility of controlling the future directions and developments in this system;

2. that consolidation need not be viewed in negative terms; on the contrary, it can be seen as an opportunity for revitalization of the system in terms of program, people, morale, human relations and communications; and

3. that consolidation should therefore be viewed in conjunction with other issues and concerns which will face the system in the 1980's.

While we realize that there remains much work to be done in developing the specific means through which the five aims established in the report will be implemented in order to support the three basic assumptions, the general guidelines around which specific activities can be developed to achieve these aims will be helpful.

We are pleased that provisions for a Review Process have been included so that the Plan will remain dynamic and can be responsive to the changing needs of the system during the Eighties.

Many of the general guidelines outlined in the report present the opportunity for the implementation of the Board's Policy on Affirmative Action, however, there is no direct statement of this policy in the aims, the directions or the system goals. We recommend that direct statements be made regarding the Affirmative Action policy in appropriate areas of the report.

The Elementary Branch Affiliates support the concept of a JK-8, 9-13 system in which the JK-8 segment has a middle school component spanning a period of three years, with its own definable characteristics which reflect an appropriate philosophy, and which meet the needs of the early adolescent student. In addition, we would recommend that the Board strive to incorporate this philosophy throughout the middle and Junior High schools in the North York system during the 1980's, with the intent that all geographical areas would move towards this concept.

Flexibility can be accommodated in the housing of this middle school component by situating it in either a wing of a JK-8 school or a separate plant. With this concept in mind, we are aware of the advantages and concerns which would result in such an undertaking.

Taking into consideration that the Branch Affiliates support the principle inherent in Option III, where the least number of schools that must be closed is preferable, and that this plan has the ability to meet the needs of all North York students, we would like to raise our concerns with Option III and our reasons for suggesting that this option be extended to all geographic and planning areas.

Teachers

To implement a middle school, a qualified staff, proficient in meeting the needs of the pre-and-early adolescent, is a major consideration. As the Director has stated, this will certainly be a "constructive, creative and stimulating" time for teachers who are interested in seizing the opportunity to plan innovative programs for this age group. All elementary affiliated teachers must be given encouragement, professional support and equal opportunity to develop their potential to become proficient middle school educators. The strategies involved to support this professional growth should reflect a sincere desire to create the program that will provide for early adolescent needs. In such an atmosphere of genuine interest in the needs of students and the encouragement offered to teachers towards retraining to meet these needs, the morale of the elementary teachers will be greatly heightened. To quell any apprehensions of the teachers, it would be important to set up transfer procedures that deal with teachers in a fair and equitable manner.

Program

It is imperative to stress that because "middle school programs are similar in style to elementary programs" every consideration must be given to ensure that this elementary environment be created and maintained to meet the educational and developmental processes of the young adolescent. A priority task of the Board would have to be a detailed investigation of the unique programming required for this age level. We would foresee this beginning as soon as possible.

Leadership

We believe that a great deal of thought should go into the choice of the leadership position of principal of a middle school. To maintain the basic elements of an elementary oriented school, the position must be filled, preferably some time in advance, by a person who is intimately familiar with, trained in, or has been retrained for this role. It would be necessary for the principal to assist his staff in developing co-operation and co-ordination of the implementation of a middle school philosophy and to promote the principles of the collegial model.

Another perceived need would be the training of support staff to provide program leaders in the field of early adolescent education. It will be essential for teachers to have this type of support staff during the implementation of a unique program for the early adolescent. This gives the opportunity for the creation of new leadership positions.

Prior to the development of in-school leadership positions, a careful investigation must be carried out to ensure that the positions reflect the uniqueness of a middle school concept, support the new program and meet the needs of the early adolescent student. The development of this approach to

in-school leadership would excite and rejuvenate teachers in a way that would raise morale. The Elementary Branch Affiliates would be very willing to support such strategies.

Staffing

Staffing is an obvious concern and we would want to know what implications and provisions are being considered to staff middle schools. How does the Director perceive the differences of staffing between a middle school and the present Junior High Schools? Because of the reorganization plan, is there any consideration to additional staffing for these new schools? Since there are so many concerns which must be addressed in this area, we are looking forward to the opportunity to participate in any discussions which will attempt to address these concerns.

Special Programs

We are pleased to note that the Director has indicated the intent to continue to provide for the needs of exceptional students as directed in his statements in Part A of the report. We would anticipate that all aspects of Special Programming, including provisions for Special Needs Schools and E.S.L., will extend to the end of Grade 8.

Affiliation

The problem of Federation affiliation has always been apparent at the Junior High level. The Elementary Branch Affiliates acknowledge the fact that all teachers teaching at the middle school level be elementary affiliated.

Meeting Community Needs

The City of North York is a large community in which diverse cultural and linguistic groups live side by side. In order to promote the social and educational well-being of all the students in these areas, it is incumbent upon the Board, as stated in direction #9, page 12, to seek out the various communities so that they can articulate and communicate their aspirations for their children. Our recommendation that each geographical area strive towards a JK-8, 9-13 system, and that the JK-8 tier be flexible in that the middle school component could be part of a JK-8 school or located in a different plant would allow the community to form a study committee to assess the possibilities of a physical structure which would best suit the various community climates. This input would be most helpful for the Director to reach his final decision.

In many areas of North York, a JK-8 plant with an identified middle school component might help to reduce the migration to other school systems, as well as maintain the Board's policy on Community Schools. A community-oriented JK-8 school would cut down on the distances that students must travel to reach school, and in these times of social unrest, the presence of older children in the community school offers protection for the younger children. Although busing is one way of solving a distance problem, community JK-8 schools are superior in that they could be used to promote a social integration of the early adolescent within the community through co-operation between the school and the community. Many aspects of community life could be enhanced by a program designed to involve early adolescents as active participants.

Concluding Statement

The Elementary Branch Affiliates are pleased that Senior Administration, under the leadership of the Director of Education, has taken the initiative to turn the negative aspects of severely declining enrolment into possible positive directions which could revitalize the system, as all staff once again become involved in a creative endeavour.

THE BOARD OF EDUCATION
FOR THE
CITY OF NORTH YORK

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TO: Director of Education

FROM: Consultant, Affirmative Action/Women's Studies

DATE: 6 June 1980

RE: Education for North York in the Eighties

CODE: Educ 1

Preamble

The Affirmative Action Advisory Committee on the Status of Women has through its deliberations provided the basis for this response to the document, Education for North York in the Eighties.

This response has several components:

I Recommendations
II Concerns/Clarifications
III Appendices A, B, C

The recommendations and concerns expressed in this report represent the deliberations of the committee members as a group but do not necessarily reflect the formal positions of their respective associations/federations.

The members of the Affirmative Action Advisory Committee on the Status of Women are:

Frances Chapkin, Trustee
Sybil Darnell, Trustee
John Dougherty, North York Elementary Principals' Association
Pat Kelly, W.T.A., North York
Natalie Little, District 13, O.S.S.T.F.
Dave Pagan, O.P.S.M.T.F.
Tom Pinkney, North York Headmasters' Association
Bev Salmon, EDUCOM
Sarah Sultan, N.Y.C.O.S.P.
Beverley Wood, I.D.E.A.

continued...

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I Recommendations

1. System Goals page 5

a) Although in examining Education for North York in the Eighties, the Committee was able to identify items that could apply to an Affirmative Action program (Appendix A), the major concern of the Committee is that there be a system goal to which Affirmative Action directional statements can be tied.

Since Affirmative Action will continue to be a social issue in the 80's and since it is essential for the success of the Affirmative Action program that there be system-wide accountability and since Affirmative Action is a system program with provisions for all North York employees,

IT IS THEREFORE RECOMMENDED THAT AFFIRMATIVE ACTION BE INCLUDED AS A SYSTEM GOAL IN ORDER TO BRING THE SYSTEM GOALS IN LINE WITH THE BOARD POLICY ON AFFIRMATIVE ACTION ADOPTED IN 1979 (Appendix B).

b) Since the adoption of the system goals, the Ontario Human Rights Code has enlarged its terms of reference.

IT IS THEREFORE RECOMMENDED THAT SYSTEM GOAL #7 "to promote personnel policies..." BE BROUGHT INTO LINE WITH THE HUMAN RIGHTS CODE TO INCLUDE "MARITAL STATUS, AGE, NATIONALITY AND PLACE OF ORIGIN."

2. Some Assumptions about Education in North York page 7

Since Affirmative Action will be a trend for Boards of Education (Appendix C) as well as for business and industry in this decade,

IT IS RECOMMENDED THAT A STATEMENT BE INCLUDED TO REFLECT THE FACT THAT AFFIRMATIVE ACTION WILL CONTINUE TO BE A SOCIAL ISSUE IN THE 80'S.

3. Provide North York Students with the Best Staff Available for their Diverse Programs and Special Needs pages 11 - 12

Of the five aims articulated for the Eighties, this aim provides for the kind of directional statements that might be consistent with an Affirmative Action program. To emphasize as well as clarify the intent of many of the statements, e.g., "equal opportunities", "retraining", "role models", etc.,

IT IS RECOMMENDED THAT A NEW DIRECTIONAL STATEMENT BE INCLUDED AS FOLLOWS:

"We intend to:

1. proceed in a manner consistent with an Affirmative Action policy."

continued...

I Recommendations (continued)

4. Consultative Process

Given that the Affirmative Action Policy adopted by the Board in May 1979 will have a direct relationship to the future status of all staff within the system,

IT IS RECOMMENDED THAT THE REVIEW/WRITING TEAM SEEK INPUT FROM THE CONSULTANT, AFFIRMATIVE ACTION AND WOMEN'S STUDIES, ON AIMS, GOALS AND DIRECTIONAL STATEMENTS AFFECTING AN AFFIRMATIVE ACTION PROGRAM.

continued...

II Concerns/Clarifications

1. The North York Environment page 6

Staff

As a result of declining enrolment and de-hiring practices, it may very well be that the average secondary school teacher will be male unless provisions are otherwise made.

Although women represent approximately 25% of secondary school teachers, of the 160+ secondary school teachers declared surplus in 1980, approximately 75% are female.

This inverse ratio will certainly affect the provision of appropriate role models for students.

We suggest that a statement reflecting this concern be included under The North York Environment, Staff.

2. Directional Statements pages 11 - 12

The following statements in particular require clarification:

#1. how is "outstanding" defined?
is it also possible to develop a model for retaining a minimum number of women and men in the system?

#4. can "re-training" be defined as "re-training in the non-traditional areas"?

#7. what kind of equal opportunities are implied in this statement? - professional development? promotion? leadership? etc.

#8. "continue to be aware" does not seem to imply corrective action. Changing the wording - "to provide for a range of role models for students" would imply more of a directional statement than an attitudinal one.

3. The Middle School

Staff: Given that men tend to teach grades 5 and 6, the Committee is concerned that in establishing a middle school the system might be left with JK/K - 5 schools staffed predominantly with women, thereby not providing the necessary mix of role models for young children and conversely, Middle Schools staffed predominantly with men, thereby not providing the appropriate role models for older children.

continued...

II Concerns/Clarifications (continued)

3. The Middle School (continued)

Curriculum: It is also the opinion of the Committee members that should a middle school be established, that it be a true transition school with its own identification and its own curriculum.

4. Consultative Process

It is suggested that a process be developed for the maximum input of staff into the implementation of the aims and directional statements. There is also great concern that in the implementation process, too much emphasis will be placed on school consolidation and the formation of middle schools as opposed to an equal focus being provided to both Part A and Part B of the paper. It would be most unfortunate if the system were not encouraged to give its full attention to the directional aims for the next ten years.

5. It came to the attention of the Committee that there are no statements referring to the needs and concerns of non-teaching staff in the eighties. Although the words "all staff" are used from time to time in the report, the word "staff" connotes "teaching staff" and relationships to students and program. Perhaps some mention of where non-teaching staff fit into proposed changes and new directions for the eighties would be appropriate.

Thank you for your consideration of the concerns, suggestions and recommendations of the Committee. I would be pleased to discuss the rationale for any of the items in this paper at any time.

Lynn Frankel

LF:pc

Education for North York in the Eighties

The following are the statements in the ten-year plan that could be interpreted as being part of an Affirmative Action program:

Page 5 - Principles and Assumptions - "individual and group differences should be respected and provided for. Particular attention should be given to the needs of women and minority groups."

Page 5 - Curriculum Goals - Intellectual - "to do career planning". Emotional - "to develop a positive self-image". Social - "to... recognize the equality of the sexes".

Page 5 - System Goals - "to select competent staff who can provide effective leadership and efficient management";
"to promote personnel policies that are free from bias as regards to sex, creed, race or religion and that stimulate professional growth, dedication, job satisfaction and accountability".

Page 8 - "day care provision".

Page 11, No. 1. - retention of outstanding teachers;

No. 2. - continuous leadership training;

Page 12, No. 4. - retraining;

No. 7. - equal opportunities;

No. 8. - a range of role models;

No. 9. - evaluation;

No. 10. - fair promotion procedures;

Page 12, No. 2. - harassment of staff;

Page 13, No. 4. - promotion procedures;

No. 5. - job satisfaction.

North York Board of Education - Affirmative Action Policy

In accordance with the Affirmative Action Policy, a system goal might read as follows:

a) to provide equal employment opportunities for women and men throughout the system;

or

b) to recognize, develop and utilize the leadership potential of female staff;

or

c) to maximize the utilization of all human resources, male and female, in all areas of employment;

or

d) to implement and maintain an Affirmative Action policy.

II MINISTRY OF EDUCATION MEMORANDUM TO DIRECTORS OF EDUCATION, 25 April 1980, re:

"EQUAL EMPLOYMENT AND PROMOTION OPPORTUNITIES

A recently completed survey points to the large discrepancy between the proportion of women and men in positions of responsibility within the Ontario school system.

At the elementary level, women constitute 72.2 per cent of the classroom teachers, but hold only 12.4 per cent of the principalships; at the secondary level, they constitute 34.2 per cent of the classroom teachers, but hold only 2.9 per cent of positions at the principal's level. Although men constitute less than half of the total teaching staff, they hold 97.8 per cent of positions at the supervisory official's level.

The data indicate clearly that over 90 per cent of the leadership - supervisory officers and principals - has been selected from less than 50 per cent of the potential talent pool.

While it is recognized that present staffing patterns are restricted in response to declining enrolments and the general restraint and efficiency period, encouragement should be given to a constant review of internal recruitment and selection procedures for positions of responsibility to ensure that every effort is being made to encourage women to apply for such positions and that they are given due consideration when they do so."

Beverley Heights Junior High School,
Troutbrooke Dr. at Buxton Rd.,
Downsview, Ontario.
May 29, 1980.

Mr. K. Kinzinger,
Director of Education,
North York Board of Education,
5050 Yonge St. Willowdale.

Dear Sir:

Attached is my personal response to the Report on Education for North York in the Eighties.

My immediate reaction is that this is a document with far-reaching implications. I need more time to read, study, and compose an effective, positive, response to a review of the entire system. I gather that time is a critical factor so have tried to limit my comments to items I consider most obvious and most important.

I have been aware of rising educational costs and declining enrolment for a number of years. I must state at the start that I support the idea of reviewing the system and exploring the idea of change.

I must also say that I am disappointed in the report we received in the schools. Far from addressing specific issues which might be considered for adjustment it apparently addresses every conceivable item with which the Board might be concerned. As such I find it too political a document to be specifically useful. I find some of the Assumptions and some of the Directions acceptable, others seem rather vague or inconsequential. To comment in detail on these would lead to a response of many pages and would require far more time than we, apparently, are offered. Nevertheless I have attached two pages, noting some specifics, at the end.

In the other pages which follow there is a certain redundancy. I find similar redundancies in the proposal itself. I hope these will be regarded simply as a reflection of the complexity of the North York system.

I have been a classroom teacher, senior high (Ontario), middle school (England), and junior high for 18 years. I have been a guidance counsellor at each of those levels for about 12 of the 18 years. I have been at Beverley Heights for 10 years and know this school, its staff, programmes, students, parents and community very well indeed. I am deeply concerned that the quality of education to life, in the fullest sense of that phrase, which we offer our students should be the best of which we are capable. I am now most concerned that this proposal for wide change should maintain excellence in educational services. I am frustrated that a major change in direction should be thrust rapidly upon us. I hope that adequate

time will be provided for staff (teacher, federation, and union), parent, and perhaps student response to these ideas which will affect us all through the eighties, and beyond.

My response contains two parts. The first is an outline, or index, in which I attempt to compare facts known to me about the junior high with the position I visualize in a middle school. The second is a series of paragraphs in which I expand and attempt to support that point-form summary.

Although, in places, my comments may sound negative I would be happy to try to work toward an effective change in North York. I hope my response and its questions can be viewed in that, latter, light.

Respectfully submitted,

David S.Greenwood.

c.c.: Mr. F.S.Siberry, Principal, Beverley Heights.
Mr. A. McKellar, Staff Allocation Representative, O.S.S.T.F., North York.
Mr. G. McCleary, Trustee.

STAFF

Junior High School	Middle School
1. Elementary and secondary trained.	1. Elementary trained.
2. Multiple federation affiliations.	2. One federation affiliation.
3. Some smaller class sizes (than elementary).	3. All class sizes at elementary staffing ratio, (larger than junior high).
4. Presents a definite role for full time specialists in Special Education, library, and guidance - even though these specialists often spend part-time in classroom teaching to the detriment of continuity in their specialist area.	4. Role of specialist personnel undefined although Special Education will require staffing increase (more students in lower grades are in those programmes); teaching functions of librarians within the library will remain the same; guidance requirements will be undiminished.
5. Federation services and representation clearly defined and understood.	5. Suggestions of staff changing federation affiliation incurs personal emotional upset as well as problems with credit unions, pension plans, etc.
6. Option subjects usually offered to smaller classes with specialist teachers.	6. Use of option areas undefined. Size of option classes probably larger. Specialist teachers presumably missing from elementary trained staff. Efficiency? Safety?
7. Contain large capital investment in special facilities and materials, labs, gyms, etc., again with specialist staff.	7. Special facilities already installed. Degree of use, degree of required training of staff undefined. Efficiency? Safety?
8. Communication of details of credit-level system from staff to students (gr.8) facilitated by presence of grade 9's in school.	8. Communication of details of credit-level system from staff to students (gr.8) still necessary - more difficult without grade 9's present. Guidance time for counselling undiminished; counselling more difficult.
9. Current identification of needs of grade 7 students done by grade 6 teachers, transmitted to junior high staff at spring conferences. Part-time teaching of junior high guidance staff already makes these conferences difficult to arrange.	9. Identification of needs of students entering middle school now function of grade 5 teachers but tighter timetables will reduce, further, opportunities for conferences.
10. Placement of new students, immigrants in particular, now (student data system) much more time consuming than previously. Office and guidance staff strained.	10. These needs will be at least as time consuming in the middle school as in the junior high but staffing in some areas may be reduced.
11. Proposal seems to lay on plan of change from outside, or above. Seems to assume staff will work enthusiastically within whichever system is decided for them.	11. Proposals from local family of schools might be more realistic in terms of staff abilities and use of facilities. Ground level change more ap. to be morale booster than imposed plan.
12. Guidance staff currently aware of strengths and limitations of gr.9 students and senior high programmes in the 5 senior schools our students attend (at least 2 more under optional attendance plan). Capable of good counselling.	12. First few years, at least, new system will provide so many unknown factors in the counselling of gr.8 students that guidance staff, even if increased, will have difficult time providing adequate level of support.

STUDENTS

Junior High School

1. Students progress to freer choice in programme through selection of option subjects and levels of difficulty. This process is graduated, helps develop their sense of responsibility.
2. Identification of student's needs in junior high currently clarified in grade 6.
3. Student progress into credit-level system now smoothe, with good opportunity for counselling, using in-school example of grade 9's to assist.
4. Many Special Education students are low in self confidence and use grade 9 as a year in which to free themselves as much as possible from support staff.
5. Students begin to feel part of senior high family in grade 9. Know how our levels and options relate to senior programmes. Students generally secure when they move on to one of our 5 senior schools (at least 2 more on optional attendance plan).
6. Immigrant children in grades 6 and 9 currently find friends quickly in smallish schools, near home, with strong staff support. Quickly known to all staff who frequently assist with family crises at home. High level of parental communication and student counselling. An invaluable service.

Middle School

1. Much more restricted in degree to which levels of difficulty can be developed; also in degree of effective and safe training in option subjects - larger classes, fewer specialist staff.
2. Identification of needs now necessary for grade 5 teachers. Students are younger, less independent - task probably more difficult.
3. Students must now jump into credit-level system in new school, with staff new to them, with one year less 'trial' in that system, without the examples of grade 9 students to help them, and with less effective counselling (guidance limitations).
4. More Special Education students in grade 6 than grade 9 thus Special Education staff in middle school must be increased.
   Removal of grade 9 to senior high suggests Special Education staff there must also be increased as move to independence by these students will probably be slowed.
5. Students preparing for senior high are 12 months younger, less aware of own needs. Continuity of programme from middle school to so many (senior) schools with such various programmes bound to be more difficult (less visible) for students and staff.
6. Immigrant children in grades 6 and 9 now must travel farther to larger school with much more complex geography and a less personal environment.

PARENTS

Junior High School

1. Currently parents who move from area to area within North York can be assured of relatively similar programmes and services in the new school.
2. Parents of a student in Special Education are moderately aware that support systems diminish at the senior high.
3. As an informed parent I know the current cost of the junior high system and support it.
4. As a parent who supports junior highs I also support the concept of smaller, rather than larger, schools. One current drawback to the North York system is the enormous, impersonal, size of the senior schools.

Middle School

1. Can parents be assured that moving a child from Area 3 to Area 2 will permit equivalent and continually progressive education?
2. Can parents of Special Education students be assured that removal of grade 9 special support systems to the senior high will enhance their child's chance of success?
3. As an informed parent I know that higher levels of education are more expensive. Can the middle school pattern (which moves two whole grades to higher levels) guarantee as good value for the educational dollar? Can it be shown that the PER CAPITA cost of education would not increase? As a tax payer I am interested in the COST PER PUPIL, I am not asking about the total educational budget for that may, temporarily, not increase if space can be rented or sold - stop-gap devices.
4. Moving grade 9 to the senior school maintains these large impersonal units. My experience indicates that senior schools of under 1000 students can still offer the wide variety of programmes of which North York is proud and, at the same time, improve the students' environment in a smaller building with smaller staff.

   Has any real consideration been given to moving certain grade 10 programmes into the junior high school? The idea was brushed over rather briefly in the report. Grades 7 - 10, of course, parallel the Ministry's Intermediate Division.

GENERAL SUMMARY

In summary, the proposal seems to contain some decisions which unfortunately close off the broadest scope of other considerations, ie: the grades to be in the middle school, the designation of areas 2 and 3 in particular.

- seems to fragment and complicate the current system without providing clear evidence that it will offer as good a system as the one it hopes to change.
- provides no rationale for the application of Option III to areas 2 and 3 which seems quite unsuitable to the facts in 1980 or as projected in the report's statistics.
- provides little to boost morale but suggests staff can work with enthusiasm within whichever option is applied to one's particular area.
- provides embarrassingly small opportunity for the parents we serve to assimilate the ideas in the report and to prepare a response.
- offers no hint that the effect of proposed changes on special aspects of the system such as Special Education, guidance, libraries, and ESL/D staffing, changes in transportation costs, or optional attendance patterns have been researched.
- offers only one time-line for change: the eighties. Makes no mention of whether we are to expect any stability or whether we are to anticipate a fixed or evolving pattern. There is so little on how the change may be accomplished and how it may affect us all.

Finally one feels compelled to comment on the VTR interview in which Mr. Kinzinger spoke of acting as opposed to reacting when planning for the eighties.

Action without reaction is autocracy and compels obedience. A genuine attempt to improve the morale (of whom is not mentioned) of staff one hopes would include several opportunities to react, and to react again, until truly effective local alternatives are found. Could senior staff find a way to make suggestions for reaction rather than making their own decisions for our action?

SUPPORTING PARAGRAPHS
An expansion of the ideas on pages 1 to 4.

STAFF:

The degree to which this proposal is successful depends directly on the degree to which staff is included in the basic planning and its subsequent development. The genuine consideration of suggestions from teachers and families of schools will be the first booster of morale. The use of those suggestions at the local level will be the most important way of recognizing the contributions of staff. The use of one person's ideas outside his or her local school would provide immediate Borough-wide recognition of staff contribution and be the single, most immediate, booster of morale to that individual and his or her colleagues.

The provision of adequate time to research and present a positive response would not only encourage staff participation but add a sense of authenticity to the Aims of the proposal.

The shift from a junior high to a middle school plants the academic programme squarely in the elementary field. Specific distribution of staff is not outlined in the proposal. Perhaps it is viewed to be in an elementary pattern. The success of the middle school concept depends largely on whether this has been planned, assumed, or is still negotiable.

Consideration of staffing brings three things to mind: class size, federation affiliation, and the use of facilities in non-academic or optional areas.

1. Class size: Larger in the middle school than in the junior high system because of different contractual arrangements and staffing formulae.

Superficially this appears to be a dollar saving. However, what considerations have been given to special staff: Soecial Education, ESL/D, librarians, and guidance? Will any of these positions be eliminated? Will any be protected so full timetables in these areas can be guaranteed? There may be an argument which supports a staff member from these areas being in the classroom teaching one class but fragmentation of a special timetable beyond this creates more problems than it solves. Even if stand-in teachers are provided for special staff a lack of continuity and communication develops which defeats the impact of a potentially strong programme.

With grade 6 in the middle school the need for Special Education staff will be increased. Students currently in grades 7, 8, and 9 are working their way toward independence from this support. More students at the grade 6 level require this support than the number in grade 9. Moving grades 6 and 9 to higher levels will retard the growth of the students' independence requiring more support. Bringing in grade 6, with its students more recently identified for support, will also tend to shift the middle school and senior requirements toward more Special Education support rather than less.

The same argument applies to staff in ESL/D, libraries, and guidance. Each of these has a discrete teaching function which is easily overlooked when academic programmes are considered. However it is these specialities, along with the introduction of the credit-level system, which make the junior highs of North York different and valuable.

Furthermore, the removal of grade 9 from the junior high does not remove the need to educate the grade 8 students to the credit-level system. It is in grade 8

Staff (cont.)

that the grade 9 subjects are selected. While this, at Beverley Heights, is a task to which many staff members contribute it finds its focus in, and takes its direction from, the guidance office. Guidance staff, at present, is strained in its attempt to provide an adequate level of educational guidance.

At Beverley Heights we also offer students in grade 8 the opportunity to try out the levels of difficulty, particularly in mathematics. This smoothes each student's choice of programme in grade 9. While this could still be accomplished the in-school example of the grade 9's would be missing; a severe handicap for the students making the counselling task more difficult.

2. Federations: Creating a middle school system would suggest that all teaching staff at that level belong to the elementary oriented federations.

Perhaps this would facilitate negotiations. Perhaps this would be beneficial. However the suggested rumour that certain teachers would have to change federation affiliation is potentially explosive.

How much research has been done regarding the above? How much research has been done to compare the services offered by even the major federations? This affects pension plans, credit unions, and so many services offered by each federation that the proposal demands the full participation of all federations, and unions, from the most basic planning levels.

3. Facilities: The senior highs benefit from the effective use of junior high facilities and their specialist staff. Special facilities include libraries, labs, kitchens, shops, typewriters, gymnasia, cafeterias, musical instruments, and more. In grades 7 and 8 students are expected to try most subjects in the optional area. Grade 9 is their first real chance to specialize, with expert teachers, in a few of these areas in smaller classes.

Moving grade 6 to the middle school suggests that these optional subjects will be offered, if at all, to larger classes without the benefit of specialist staff. If the classes are not to be larger then it seems the system must become more expensive. What research has been done regarding the efficient and safe use of such facilities by non-specialist staff?

In view of the above and the fact that taxpayers have invested a large capital expenditure in the installation of these facilities is it not rather cavalier to dismiss their most efficient use?

Other considerations related to staff involve communication, the new student data system, and staff morale.

4. Communications: The advantages of any new system, along with its intricacies, must be communicated beyond staff and students to the public - parents in particular.

Part of this communication to parents is probably a Board function but the nuts and bolts will fall to the in-school staff. Details of the credit-level system absorb a large amount of teacher-counsellor time at present. The proposal will add a new depth of complexity to the information we must impart. Already, guidance support has been eroded to a very thin edge entirely inadequate for genuine assistance in placement, parental contact, and follow-up. The placement of new students, until recently, required time measurable in minutes. Currently,

Staff (cont.)

with special programme consideration, the possible need for interpreters, the need to meet with working parent(s), and the new student data system, combined with a counsellor's part-time teaching load, placement may require more than a day or two.

The more teaching time is drawn from special staff functions the greater is the load distributed to the general teaching staff. This leads to lack of continuity; to tasks less efficiently or poorly done; and does not help to boost morale.

5. Student data system: To me this is an example of a good idea carried to a fault.

Both in its installation and, worse, in its maintenance this has become a very time-consuming task. Considering the mobility of our current North York population and the statistics one visualizes the system generating I'm not convinced it is either workable or worthwhile.

At Beverley Heights the office staff is hard pressed most of the time. This does not help their morale. Furthermore it creates, on occasion, an overflow of tasks which must be picked up by someone else or the services are offered less effectively. What considerations have been made for providing extra staff time to complete registrations and the student data updates. These tasks will still exist whether we are a middle school or a junior high.

6. Morale: The proposal, as offered, provides little to boost morale but implies that staff can work with enthusiasm within whichever Option is applied to one's particular area.

For a renewed system to be successful it must challenge its participants. The pride of achievement is the best booster of morale. The North York system, as noted in the proposal, is large and diverse in its needs and offerings. If locally generated changes have proved successful it neither means that they can be generated in other areas, that they will be appropriate, nor that they can be transferred by senior staff to another area with any guarantee of success.

Ground level change, initiated by teaching staffs and perhaps parents, would be far more relevant, manageable, and inspiring than any 'outside' system laid on.

We already have a family of schools concept. Why should it not be possible for each family, with the aid of area superintendents, to present local family plans for change? Each family knows its local needs, its parents, its staff and its programme capabilities. Surely the result would be far more relevant and no more fragmenting than the proposal we have in hand.

STUDENTS:

I think of the current junior high as a series of stepping stones between elementary and senior schools. I know well the ways in which students use these steps to graduate from a relatively closed system to a rather open one. I think the major effect on students will be the way in which these stepping stones are changed.

I think the middle school concept will make the move from grade 5 to grade 6 easier in some ways; it will make the change from grade 8 to 9 far more difficult for the students. This, to me, is the greatest single limitation of the middle school concept.

To explain this I will refer to the identification of student's needs, their education to the credit-level system, and the programmes we are able to offer.

1. Identification of needs: This must be considered at both ends of the middle school system and compared with current identification patterns at both ends of the junior high.

Needs of students coming to Beverley Heights are currently identified by the end of grade 6. This information is transferred through (grade 6) teacher - (JH) counsellor conferences in the last two months of that year. These conferences are in addition to the several required to adequately place students in Special Education. With grade 6 in the middle school such identification and conferences would be necessary 12 months earlier. At this point the students are younger, more newly identified, less mature, and less independent or aware of their own needs.

The needs of students leaving junior high for senior schools are transferred through extensive counselling, visits, and reports as junior high guidance staff communicate with the senior schools. Students currently benefit from excellent counselling as we are fully conscious of their strengths and weaknesses and the details of the senior programmes in the 5 senior schools we feed.

The students are bound to have a more difficult time for at least the first few years as they, and we, attempt their most appropriate placement.

The question relevant to this, I think, is, "What stresses will be placed on grade 5 teachers, elementary guidance staff (?), and middle school guidance staff?" And a corollary, unaddressed in the proposal, is what possible changes might be made in guidance, Special Education, and ESL/D support for such students?

2. Credits and Levels of Difficulty: The junior high provides a smoothely graduated series of stepping stones by which students may ease their way into the selection of option subjects and also try their abilities in some subjects at higher, or lower, levels of difficulty. The middle school will make this passage less evenly graduated.

At the lower end of the middle school (grade 6), with core programming and the (above) identification problems overcome, the change of schools might even prove beneficial.

At the upper end (grade 8) the students will still be faced with the need to learn details of the credit-level system, their local senior high programmes, and any special programmes such as Basic and Vocational levels. The major difference in the middle school system will be the absence, for them, of the grade 9's who have already embarked on that pattern. All of these offerings of the North York system will be more abstract and more difficult for students to comprehend for no matter how effectively we teach them they still learn a great deal from their

Students (cont.)

observations of, and contact with, grade 9's.

In grades 8 and 9 we are currently able to offer students a trial run at the level and credit system. Within certain academic criteria, and with a large degree of parental discussion, we are able to allow students to try their skills and also to change levels. This, I know from my senior high experience, smoothes a student's entry into an 8 credit programme in which all subjects may not be at the same level.

The family of schools concept appears good in principle. In fact, at Beverley Heights, our students by the natural result of their home addresses feed 5 senior schools. Half our grade 9 goes to Downsview (our family); about half attend C.W.Jefferys; some, for Technical and Basic courses, attend Westview; and a very few go to Boylen and Yorkdale. To this list can be added other senior highs available to our students through the optional attendance plan. The two most commonly applied for are Emery and Mackenzie.

Until the current year we have been able to offer students a high level of placement advice. We have come to know, through consultation and experience, the programmes and staff at the senior schools. Guidance time is becoming less adequate for provision of this service.

Option III proposes to establish a grade 9 programme in each of these 5 (7) schools - except perhaps Emery and Yorkdale. It also hints that the middle school would have a smaller staff, particularly in guidance, with which to attempt appropriate pla ment. Simply to learn what one senior school proposes for its new grade 9 would be time consuming to absorb. To assimilate that information for half a dozen schools seems prohibitive especially with students who will not as easily comprehend credits, levels of difficulty, spare periods, and other freedoms and responsibilities implicit at the senior high level.

3. Programmes: Once again the idea of stepping stones helps me understand the students' use of the programmes we offer. Introduction of the middle school would change dramatically the students' smoothe evolution across the 3 levels and require a jump from grade 8 to 9.

The introduction of partial options in grades 7 and 8 permits the students to learn which programmes and teachers will be encountered in grade 9. This visible example disappears with the middle school concept. So many adolescents are oriented to staff personalities rather than the academic work itself, or even their own needs, that this, despite adult logic, plays an important role in their success.

By introducing levels of difficulty gradually and very generally in grade 8 the students' choice of a more rigid pattern in grade 9 is smoothed. In grade 9 the level differences are slightly more rigid thus preparing the way for a more definite pattern in grade 10.

Because we, of the general staff and in the guidance office, are fully aware of the strengths and limitations of the grade 8 students, of the programmes and the grade 9 teachers, the counselling of students in academic matters is based on direct knowledge. I know this is effective for we can see the ease with which our own students enter grade 9 when contrasted with new entrants from the separate school grade 8 programmes. Once again the visible example of the grade 9's proves its value to the grade 8 students.

The students in Special Education and ESL/D programmes are able to use grades 7 to 9 as stepping stones too in a way which grades 6 to 8 would not offer. These students are frequently lower in self-confidence than students in full

Students (cont.)

regular programmes. As they move from grade 8 to grade 9 many of these students are attempting to establish full independence from the support programmes. They are well aware that such support may be limited or non-existent at the senior schools. Many of them attempt the regular programme secure in the knowledge that there is an adequate support system staffed with teachers they know well, and who know them well, ready at hand if needed. There seems the distinct possibility that removal of grade 9 to the senior school would also remove some of the support from these students at a time they most need it. What plans are there for increasing special education and language support at the grade 9 level of the senior high?

Immigrant children with language difficulties are currently cared for through grade 9 in a relatively small school near their home. Removal of grade 9 to the senior high would seem to increase transportation problems, to thrust these new, younger, students into a large school population in a large building while their needs are relatively limited. It appears to make school life for them unnecessarily complicated.

The families of many of these students encounter severe adjustment problems in their first few years in Canada. In the junior high the students are able to make friends quickly and they are soon known to ALL staff. I believe these contacts offer a service to the community which should not be lightly dismissed.

PARENTS:

Approximately one half of our children come from the homes of parents of Italian origin. About 1/3 to 1/2 of these still prefer to communicate in the Italian language. Another 15% (approx.) of parents come from rural areas of the Caribbean. Although we communicate directly with most parents they still learn a great deal about the educational system in North York from their children.

Because it is important for the children, as well as the parents, to be adequately informed the first hand example of the grade 9 student trying out the credit-level system for the first time is very important to the 7's and 8's, and their parents.

As each student moves from grade 8 to grade 9 he or she learns something of the complexities of the system. There is still time for a student to make mistakes and to correct them relatively easily. As the same student in grade 9 is choosing a programme for grade 10 he or she makes fewer mistakes. In the case of those slow to realize the range of choices, or the parent who, after studying the child's progress in grade 9, asks for advice there is still time to learn and to change.

In more than a few cases we are educating the parents through the child. Children do not always grasp the significance of instructions, announcements, or what they view as (unnecessary) administrative paperwork. To realize that it requires some messages the best part of the year to register with a parent should not come as a total surprise. The optional attendance plan is a perfect example of how, by May, some parents are beginning to realize they should have done something in January. Allowances in this case can sometimes be made. Are we now prepared to make similar allowances with a large portion of our student's subject-level choices? Is this a complication? If so, is it necessary? Is there a way to improve these slow reaction times?

Many of our student's parents come from areas in which the school was a closed, autocratic, system. We require their participation, at least in their signatures of approval for their children's course selections. I believe that quite frequently parents sign documents without full understanding of the implications or alternatives.

As a parent I would be concerned about the cost of a change like that outlined in Option III. Knowing that at each level above elementary the education of a student costs more money - per capita - I would wonder at the potential increase in cost of moving grade 9 into the senior high and grade 6 into the middle school. I realize that there are economic and statistical arguments by which closing, renting, and otherwise using existing facilities can create income. I realize that the total cost of the educational package might not change; might even be reduced. However, I believe that the PER CAPITA cost would increase. If change is to occur I hope that it would not incur greater expense. I would also want better value for the educational dollar and I would want the greatest reduction in overall expenditures which could be arranged.

As the informed parent of a student in Special Education I would want particular assurance that the removal of grade 9 special support systems to the senior high level was going to enhance my child's chance of success.

Can parents be assured that a child moving from Area 3 to Area 2 will have equivalent and continually progressive education near the new home? The optional attendance plan may acquire new significance if parents do not approve of the changes in their local schools.

Why was the idea of making a middle school of grades 7 - 10, the Ministry's Intermediate Division, passed over so briefly in the proposal?

FACILITIES:

A large portion of the effect of the proposal on junior high facilities concerns how they might be used in a middle school. Part of this consideration is to learn how effectively and safely they may be used by middle school, non-specialist staff.

I have stated much of this on page 6 although the facilities one can consider go beyond the list stated there. One can include playing fields, lockers, buses, books, records, tapes, a wide variety of expensive audio-visual equipment and more.

There are many costs hidden in the proposal for change. Some of these are efficiency costs such as the, potentially, ineffective use of them by staff in new situations. There are higher risk costs such as the increase in damage by inexperienced people, higher potential for theft and vandalism when all staff are not completely familiar with such facilities.

In short, I believe that a large amount of research would be useful to determine the best use of facilities. This emphasizes my earlier statement that I see a large, active, role for local staff to contribute to this idea of change. I sincerely hope that local knowledge and expertise will be called upon in the planning of change. I hope also that adequate time will be provided to learn the full impact on budget, but particularly on staff, before anything definite is initiated.

COMMENTS ON SOME DETAILS OF THE REPORT.

ASSUMPTIONS:

p.8, para.1. I think should be treated with great caution, particularly 'vocational training'. I have always believed that industry, and perhaps now the community colleges, was more capable and up-to-date in training its personnel than schools can ever be. I believe that incorporating the expenses of adequate vocational training in the public school budget is beyond the Board's mandate.

para.2. I find potential conflict between "...little in the way of voluntary staff mobility between schools" and Direction 7, p.12, which hopes to, "Continue to provide equal opportunities to all staff."

ibid. "Hard to staff" schools are so presumably because of the nature of their student population. I hope they will undergo stringent scrutiny during this time for change so their character and level of community service will be more appropriate.

para.3. I wonder at the lengths, and expense, the Board and senior staff would be prepared to go to support this idea. I also wonder whether the retraining or re-education is intended for staff staying with the Board or for those moving on.

para.6. I question some parts of this statement but particularly the final sentence. That I regard as naive or even irrational.

DIRECTIONS:

p.10, item 6. Means what? Student assessment services? All students? Evaluation of what? Exams?

p.11, items 11, 12, and 13 - 15.
Seem to be items of current concern in the schools. It seems unnecessary to note them in the report except as a way of avoiding, or clouding, specific issues of major concern.

items 13, 17, 18, and 20 - 22.
I'm not even sure should be listed as part of the concerns of the system. There is a limiting point in every effort beyond which one is attempting so much that nothing is accomplished effectively.

items 1 and 2 appear questionable, particularly #1 in view of seniority systems.

p.12, items 4 and 5 appear to be of questionable value. The Board presumably hires interested professionals. Is it now proposed to spend money to motivate, etc. these people? Really?

item 7. Should be extraordinarily difficult to implement when secondary trained teachers with secondary school federation affiliations are asked to find teaching positions in and around the middle school proposal.

item 2. I hope, in response to this, that SMALLER senior highs are considered.

p.13, item 5. The best way, of course, would be to include local staff in planning changes which may occur in their family of schools.

COMMENTS ON SOME DETAILS OF THE REPORT.

DIRECTIONS (cont.):

p.13 - second half of page.

item 1. Fewer meetings for trustees and senior staff would be the easiest way for them to be able to spend more time in the schools planning at first hand and communicating directly.
item 4. By whom? I would rather hope the thought process would be directed locally at some of the impending changes in each school.
item 5. Why?
item 6. Why?
items 6 - 9. I am amazed that these should be listed. Why clutter the public view of the system with what appear to be internal management problems?
item 10. "...expected..."? These problems have been with us for a number of years already.

p.14, item 8. Good luck!
item 9. Why not start with this proposal for the eighties?

OTHER:

p.22. The final paragraph on this page I think is highly suspect. In particular I doubt that students are maturing at an earlier age. I submit that some are quite sophisticated, slick, or street-wise and able to take advantage of more relaxed social structures in and outside the home. I suggest they are, perhaps, maturing physically earlier but that otherwise they are only providing evidence of being better able to hide their (normal) inadequacies and uncertainties about what is permitted or expected. Because of this I believe they are still in great need of stability in the educational system and should be provided with solid adult standards of high moral values from which they can learn to frame their own lives. Not more mature! Just better able to conceal their immaturity.

p.23, Conclusion:
I doubt the statement that moving grade 9 into the senior high can 'better' meet the programme needs of these students. The bulk of my response is an attempt to show why I believe these students are better served by the junior high.

RESEARCH REPORT

A COMPILATION OF RESPONSES

FROM THE COMMUNITY TO

THE WHITE PAPER

"EDUCATION FOR NORTH YORK

IN THE EIGHTIES"

Department of Educational Planning, Research & Development

June, 1980

INTRODUCTION

At a meeting on May 12, 1980, the Board received a report entitled "Education for North York in the Eighties" and approved the following recommendations:

"2. that the Board approve the dissemination of this report for response as outlined in the report

3. that such responses be submitted to the Director in writing."

Assistant Superintendents were asked to arrange meetings to share the Plan with the community within their Family of Schools. Such meetings were organized in consultation with the local Trustee.

Community groups were invited to submit briefs outlining their responses.

The list on the following page is offered as appreciative acknowledgement of the 28 responses received by June 13th from parents and community groups to the report "Education for North York in the Eighties".

While the majority of these responses were brief, several were more comprehensive and detailed and three are appended intact, as illustrations of such community responses. The following comments represent a brief overview of the major issues raised by communities. The full submissions (available in the Minkler Library) should be studied in greater depth as the development of the Plan takes place.

SUMMARY OF RESPONSES

Responses to Part A of the report, A Comprehensive Plan, tended to be of a very general nature. Explicit, however, was the frequently stated support for a process that attempts to deliberately move the Board's activities in the direction of positive action, rather than reaction. The opinion was expressed that this would facilitate control of future developments and help to ensure the existence of a framework against which programs could be planned.

The vast majority of the more specific questions and concerns raised were directed towards Part B of the report, "School Consolidation". The summary below represents an attempt at ranking these responses by frequency and presenting the main elements of each group or category of responses.

Many community groups and individuals expressed concern with the time available for responses to be submitted, feeling that the time allowed was too short for a well-reasoned and careful response to such a significant course of action.

Many responses questioned a tri-panel organization and offered support for a JK-8 plus secondary arrangement. Related concerns about a middle school component centred around problems that might be faced by Grade 6 students in an environment that might threaten their age and maturity. Others were more specific in expressing doubts about the 'secondary school nature' of any middle school arrangements, whether 6-8 or 7-9.

LIST OF PARENTS & COMMUNITY ORGANIZATIONS SUBMITTING RESPONSES

Bayview Village Association* (J. King)
Dallington P.S. EDUCOM (S. Rushbrook)
Daystrom P.S. Parents
Don Mills Family of Schools Meeting
Dunlace School & Parents Association (J. Lindars)
EDUCOM (N. Graham)*
Fairmeadow Home & School Association (J.D. Alexander)
G.B. Warren J.H. Parents Advisory Committee
Glen Park Parents (Wm. Foley)
Harrison Parent - Teacher Association (R. Haddad)
Hollywood P.T.A.C.* (A. Stratton)
Mallow P.S. Parents Meeting
Rippleton P.S. Parents
York Mills & Etienne Brûlé Family of Schools Council (Z. Gardner)
York Mills Valley Association (J. Gilbey)
Supporters of York Mills Public School (J. Jeffery)
Parents (Mr. & Mrs. Isetta)
Principals & Assistant Superintendents submitted responses summarizing issues and questions raised at community meetings held in the following schools:
- Brookbanks P.S.
- Don Mills J.H.
- Don Mills C.I.
- Donview Heights J.H.
- Fenside P.S.
- Gateway P.S.
- Melody P.S.
- Milneford J.H.
- Overland P.S.
- Woodbine J.H.
- Zion Heights J.H.

* These responses are reproduced in their entirety in the Appendix

Many expressed the fear that with consolidation and staffing cutbacks, many 'special' programs would be threatened. Among those mentioned were Theatre Arts, Industrial Arts, French and Music. Some indicated that this might be aggravated by 're-staffing' arrangements that would accompany consolidation, and the concomitant risk that specialty teachers would be lost. Several mentioned uncertainty about the number and role of required support staff at the Middle School level. On a more general plane, the fear was expressed that staff cutbacks and consolidation of schools might serve to ensure that class sizes would be large.

Several submissions stressed the necessity of developing and communicating a distinctive Middle School philosophy. This recommendation was usually accompanied by the suggestion that this philosophy ought to reflect the more 'elementary' level of the Middle School program in order to address student needs effectively. It is perhaps noteworthy that the emphasis upon a philosophy was mentioned by both supporters as well as opponents of the Middle School approach.

Individuals and groups queried the absence of fiscal data in the report. Some argued that cost and revenue breakdowns of the options offered would encourage more efficient selection by community members. Others expressed interest in the availability of more detailed information concerning procedures to be followed in leasing vacated properties and structures.

Other briefs indicated that the closing of the local elementary school was perceived to represent a threat to a vital link that served to bind members of a local community. It was argued that no convincing evidence exists concerning the limitations of the small school, and several respondents admonished what was seen to be the more impersonal environment of larger schools.

Some reports offered support for the movement of Grade 9 students to the secondary level, while expressing doubt about moving Grade 6 students to a Middle School. Others mentioned the possible loss of students to the Separate School system in the wake of such a major re-organization. Finally, a few briefs expressed concern about the problems inherent in busing students to school.

APPENDIX

EDUCOM

North York Education and Community Council

Of Ontario Federation of Home and School Associations Incorporated

Tuesday, June 17th, 1980.

Mr. Karl Kinzinger,
Director of Education,
The Board of Education for the City of North York,
5050 Yonge Street,
WILLOWDALE, Ontario.
M2N 5N8.

COMPREHENSIVE PLAN FOR THE 80'S

Dear Mr. Kinzinger:-

After your presentation to us on May 13th of the report entitled "Education for North York in the Eighties", EDUCOM collected written and oral response at its June 4th Council meeting in order to formulate the following statements. But we would introduce them by saying that we as a central group of parents do commend you as Director for building time into the process of development of your final report to allow response from all segments of the community.

RESPONSE

In relation to that response, we would point out that the comments you receive are made under the pressure of a timeline that in some instances, depending on how and how late the assistant superintendent or principal arranged the public meeting(s), allowed minimal explanation of the concept and details of the plan. Thus, some communities at present seem to understand the report much better than others, and not because of the latter's lack of interest. In the same vein, the response varies and must be expected to change as individuals deepen their understanding of the report.

OPTIONS

Although we realize the limited value of generalized statements about the options offered in Part B, School Consolidation, we include them to indicate the broad range of response.

1. No one preferred Option I, or the present system, possibly because we have been led to accept the necessity of change.

2. Some schools preferred Option II. The reasons expressed were that junior high schools have failed, and that parents dislike children changing schools. Some felt that JK to 8

Return Address P.O. Box 517 Willowdale Ontario

schools could successfully be smaller than 500.

3. Other schools preferred Option III. These people rejected Option II because they felt a school of 500 is too big, and they perceived children in grades 7 and 8 would be at a disadvantage in a JK - 8 setting. For this reason, the concept of a middle school had substantial support.

4. It was suggested that there should be another Option - Option IV - that involved a child or day care component that would help otherwise smaller schools to remain open. This was in line with a general concensus that everything humanly possible should be done to keep as many "community" schools open as we can.

IMPLICATIONS

Numbers — Most comments seem to deal with what we have called the implications of the report. There was a concern about the numbers used. There is an apparent inconsistency between 120, the number above which JK to 5 schools are allowed to remain open, and 175, the number set as the minimum for newly consolidated JK to 5 schools. Even 175 was judged by some people to be too small for a good program. Several people suggested that lowering the pupil-teacher ratio in small schools in some cases might be a cheaper or not significantly more costly (than bussing) way of educating those children and still maintaining a quality program that teachers could deliver without excessive strain. There was also the comment that dealing exclusively with enrolment numbers when designating a school for closure does not seem to allow for sensitivity to other factors like space leased, proximity to nearby schools whose staff talents might be shared, or condition of the building.

Staff — There was a concern about staff. Everyone could endorse the statement on page 11 that you intend to develop models leading to the retention of outstanding teachers who are subject to lay off. Equally, we are concerned with staff morale, and the presence of a sufficient number of teachers in a school to maintain high morale by sharing ideas and duties. (This would be another argument for lowering the PTR in certain instances). But there would appear also to be fear that if grades 7 and 8 are included in a 6 to 8 or JK to 8 school, the grade 7 and 8 children would lose the specialized OSSTF-federated teachers they now enjoy by virtue of being in a school with grade 9's. There was a suggestion that the staff advisor who presently exists for grade 9 pupils in some junior high schools should go along with the grade 9's to the secondary schools, and possibly be extended to care for students in grade 7. Finally, during the consolidation period, it was suggested that extra support staff be allocated to schools being consolidated.

Mr. Karl Kinzinger

Program — In terms of program, there was a feeling that Options II or III would properly re-emphasize the core curriculum, while at the same time extending to grade 6's the stimulation of options. The avoidance of a rotary system for grades 7 and 8 seemed a good thing. In other words, Options II and III would seem to retain the best of both worlds. Generally it was felt that the Board has an obligation to maintain excellence wherever it is found, no matter how low the numbers. For instance, when two schools are being put together, there should be meetings of the two principals, staffs and parents' groups to determine to what extent the strengths of each existing program can be retained.

Bussing & Safety — There was a suggestion that wherever possible, some students should be bussed only for some of the time (i.e. for options) rather than all students being bussed all of the time (i.e. to a new school). In addition, the criteria for bussing should include more than mere distance - for instance, hazards like major arteries or railroads. There was a concern that walking routes to new schools would pose hazards that might involve the need for more crossing guards.

Timing — In terms of timing, it was generally felt that the sooner changes were implemented the better. We need stability as soon as possible. Indecision about a school's future is bad for communities, and drives more children out of the public system set up for them. Again, wherever possible, it was felt that grade 9's should be introduced into secondary schools at the same time across the city, and at the same time as middle schools are established.

Risks — Two further more generalized risks were identified. One involved the importation of junior high school problems into elementary schools; the other involved a disparity across the city as some areas use one option and others another.

OMISSIONS

There were several major areas we expected to see addressed in the report, but did not. These included:-

1. a desire to examine and attack the causes of declining enrolment,
2. research into efficient use of small schools,
3. some dollar figures and comparative savings,
4. parent consciousness, and
5. awareness of the condition of the school buildings.

Under the first point, parents suggested that systematic examination of the programs that might attract or regain students from other systems was long overdue. Specific examples given were religious education, heritage language programs, gifted programs and day care. (We note there is at least passing reference to day care on pages 8 and 11.) Under (2), there arose the idea of sharing not just space but also programs with other agencies. Under (4) there is no indication in the report of recognition that parents have a contribution to make in the development of education in North York in the Eighties. There is no indication of the role morale plays in parents' decisions about where to send their children to school. Thus we felt the system aims expressed in Part A were somewhat insensitive to a rather large and influential segment of the education community. With regard to buildings (5), we noted some reference to the "best facilities available", (page 18, paragraph 2), but feel that consideration should also be given to the demographic characteristics of the neighbourhood around the buildings. Furthermore, playgrounds should be arranged so that there can be some separation of younger from older children.

On Page 16 there is reference to a co-ordinating body to collect information for the Review Process, but no indication about who might be members of that body. Since this body is to "address the broader issue as to whether or not the Aims and directions presented here will continue to be priorities for education in North York", then we would hope that some community representatives would be included on that body. The fact that the North York Community is identified in (ii) would lend substance to that hope, but we felt we ought to draw this to your attention now.

We trust our response will be of some use to you as you develop plans for education in North York in the eighties. If you would like any further comment, our executive, our Council, and our parent contacts are always willing to help.

Yours truly,

Nancy Graham

Nancy Graham,
President,
EDUCOM.

cc. Mr. Larry Crackower,
Chairman, Board of Trustees

June 10, 1980.

Mr. K. Kinzinger,
Director of Education,
The Board of Education for the
City of North York,
5050 Yonge Street,
Willowdale, Ontario.

Dear Mr. Kinzinger,

The attached letters to yourself, although prepared at different times, are submitted together.

This results from our desire to review the letters with our Council. This we have done and received strong approval for the points of view incorporated in the attached letters.

Sincerely yours,

Audrey Stratton

A.Stratton, Chairman,
Hollywood P.T.A.C.

P.Marshall

P.Marshall, Vice Chairman,
Hollywood P.T.A.C.

Margaret Goodyear

M.Goodyear, Past Chairman,
Hollywood P.T.A.C.

c.c.-M.Gordon,
Trustee, Ward 11

June 4, 1980.

Mr. K. Kinzinger,
Director of Education,
The Board of Education for the
City of North York,
5050 Yonge Street,
Willowdale, Ontario.

Dear Mr. Kinzinger,

The undersigned attended, on behalf of the Hollywood Parent Teacher Council, the June 3rd meeting at Northmount Junior High School concerning the report "Education for North York in the Eighties". The following represents the views which we expressed as planned at the meeting with respect to that report.

PART A (the Comprehensive Plan)

General

We believe the Board and its senior staff should be congratulated for the comprehensive approach taken to the planning process. We are encouraged by the Board's efforts to define the goals, aims and objectives for education in our community. The establishment of this process will, we believe, provide the Board and its staff with a viable framework against which to evaluate its programs, plans and the consolidation program.

Page 6 - Staff

We are quite concerned about the impact of the existing collective agreements on the staffing patterns in North York. It is noted that the average age of the teaching staff will be 49 years of age. Our concern here is not that we object to every 49 year old teacher but that North York is implicitly developing a system which will involve basically one role model for our children. We believe that you would agree that only one basic role model (whether the average age is 49 or 22) is not beneficial.

We encouraged the elected representatives at the meeting to pursue further collective agreement alternatives, including early retirement. Although this may be costly to us as taxpayers we believe that the cost of retraining an older workforce is also high and the penalty to our children in not undertaking the retraining may be higher still, although these costs might not appear on an expenditure statement.

The benefits to the teachers may also be substantial. One can envisage a scenario whereby the Board may need to transfer older teachers (from a school which is closing) to schools with less preferable environment. Without early retirement the teacher has little alternative to such a transfer but the benefits to all parties from such a retirement program may be worth the cost.

Page 7 - Financial Data

The report seems to be defensive about the fact that the mill rate has increased by 73% since 1972. We would strongly urge that this figure by compared to the increase since 1972 in the Consumer Price Index, Income per Household, or Average Earnings in Manufacturing.

It is our belief that the average homeowner is in fact paying less in relative terms for public education than he/she was in 1972. Pushing this point may help the Board sell some of its positive programs in the future.

Page 8 - Paragraph One

We agree with the emphasis on the community needs and their relationship to the school facility and programs.

Page 8 - Paragraph Six

We feel that the Board should do all possible to achieve broad communication vehicles other than the tax bill which by its nature has a negative connotation. We would suggest that positive Board initiatives and programs (and cost-saving measures) could be circulated through co-operation with those issuing Hydro bills or Water bills.

Page 9 - Aims of the System

Aim 3 - Morale - We were encouraged by this statement of purpose and felt it to be an overall statement which related to the total needs of the student and to the role of the school in the neighbourhood (ie in the students' community).

We were later disappointed to discover that this Aim spoke only of the Morale of the staff and we strongly urge that the Directions related to this Aim (pp.12 and 13) be expanded to the broader application of "Morale".

New Aim - The Role of the School in Community Development and Stability.

As mentioned above we strongly recommend that the report should identify as an Aim this role of the school. Very clearly the school is a fundamental part of its neighbourhood and its community. We feel it is important that the Board be cognizant of how a community defines itself. In our particular case, the Hollywood Community extends to encompass Bayview Village but does not really extend across either Finch Avenue or Yonge Street. The P.T.A.C. at Hollywood has encouraged this focus of our school with various after-school and adult recreational programs.

We as a P.T.A.C. have difficulty envisaging our children beyond the bounds of our community as we have learned to define it informally but clearly over time.

The school's place in a locally defined natural community is, in our belief, fundamental to the Board Principle that "programs should involve the 'whole student'". We also feel that the Emotional Goals (outlined on page 5) are enhanced through formally recognizing the school's role in the community.

Page 11 - Directions

We strongly believe that several of your stated directions relate to our suggested Aim of Community. We note here Directions 11, 12 and 13 and a further unstated Direction related to Vandalism of School Property. We believe the chances of success in these Directions are greatly improved when the school is a natural part of the community - rather than an educational institution, located far away from the students' homes because of the need to consolidate enrolments. Under that latter scenario, there is a damage that students learn to separate education from family, learning from fun, and respect of the Board's property from their own.

PART B

General

We found the discussion of the Ministry requirements relating to the Grade 9 curriculum to be informative and convincing. In general we have no difficulty in dismissing Option I because of this factor. We believe the education of our children will be improved through a JK-8, 9-13 structure.

We also support the establishment of the middle school concept which recognizes the particular educational and social needs of the young adolescent.

Page 19 - Detailed Directions

Although we have noted that the guidelines are consistent with the Province's Education Act, we do not feel that the guidelines are consistent with the capabilities of the various age groups in the present social environment. In particular, we object to a guideline which specifies 2 miles as within the capabilities of a 7 year old, or 3 miles being within the capabilities of a 10 year old.

Page 19 - Use of Surplus Space

We support the leasing or renting of as much space as possible so that the Board and its taxpayers are protected against future events to the greatest extent possible.

Page 19 - Geographic Areas

We support the view incorporated in the report that North York be viewed as a group of separate geographic areas. This is consistent with our beliefs regarding the Community role of the Educational System.

Page 23 - Conclusion

We support the basic conclusion of the report that Option III, establishing a community based middle school, is a preferable direction for the coming years in North York.

As noted above, we feel that it is of fundamental importance that the middle schools are, in fact, community based. Through this planning report, each community can now see a general direction for its educational structure. Within the broad framework set in this process, the community can now evaluate various options which meet its needs. We recommend that the Board acknowledge that the local community should have a significant role in defining its "community" and its community boundaries.

We thank the Board for the opportunity to comment on the report and welcome the responsibility to participate further in the planning process.

Sincerely yours,

Audrey Stratton

A.Stratton,
Chairman, Hollywood P.T.A.C

Peter Marshall

P.Marshall,
Vice-Chairman, Hollywood P.T.A.C.

Margaret Goodyear

M.Goodyear,
Past Chairman, Hollywood P.T.A.C.

c.c.-Mrs.M.Gordon,
Trustee Ward 11.

45 Hi Mount Drive,
Willowdale, Ontario.
M2K 1X3
June 3, 1980.

Dear Mr. Markovich

At the request of the executive of the Bayview Village Association, a committee was formed to study the report entitled, "Education for North York in the Eighties". We found this report helped to clarify many of the problems which are currently plaguing the Board due to the vast decline in enrolment. However, our committee viewed these problems from a different perspective and consequently arrived at a different set of solutions which we have called "Option IV". We ask you to consider our proposal and to present it to other interested parties as an option which should be studied along with the official report from Mr. Kinzinger's staff.

Our main concern is to maintain a strong feeling of community within our neighbourhoods and to have schools which are the central focus of the community. We recognize the merits of our present system where children within a defined area progress as a unit through the system and are able to maintain neighbourhood friendships from kindergarten through high school.

We note that there are five junior high schools within Area 6 and each is strategically placed in the centre of a network of feeder schools. We recommend that these junior highs be converted into combined lower-middle schools and that where population permits, some feeder schools be maintained as lower schools with the grade six students moving to the central middle school. Attached is a brief outline which we feel shows the feasability of this plan.

Option IV comes closest to Option II but it also incorporates some of the best aspects of Option III. It recognizes the better management unit of a JK - 8 while permitting the specialized programming which our older children have become accustomed to in the junior high panel. It utilizes the best buildings while still keeping a close neighbourhood school within walking distance for most of the younger children.

One of the aims stated in the report is to improve staff morale. We feel that it is imperative that the Board try to improve the morale of the public; perhaps if the parents had more confidence in the system there wouldn't be such a decline in enrolment.

We ask you to give serious consideration to our proposal and would welcome an opportunity to sit down with interested Board members and senior staff to discuss what we feel is the best solution for the Bayview Village community and a solution which should work equally well within the other communities within Area 6.

Yours respectfully,

Joan King

Members of the Bayview Village Committee:

Manfred Rainer
Heather Barham
Bruce Brown
Joan King

bayview village

"OPTION IV"

Option IV incorporates the best features of the alternatives presented in the staff report, "Education for North York in the Eighties".

Briefly, Option IV would retain the junior high school facilities as a social focus within each community. Generally, each school would house a combined lower and middle school as an administrative unit. Also, some well-populated lower schools would be maintained.

BAYVIEW *- combines lower and middle schools - Resulting Population:* **760**

Lower school	close Page - JK - 5 approx. 75 close Elkhorn - JK - 5 approx. 370	Lower school pop.	445	
Middle school	enrolment from Bayview Junior High:	200	315	
	enrolment from Gr. 6: Page, Elkhorn, Finch, Hollywood	115		
	Other Lower schools kept open in area:			
	Hollywood - (174 less 30) + Glen Avon	200		200
	Finch - (212 less 30)	180		180

* * *

NORTHMOUNT *- combines lower and middle schools - Resulting Population:* **550**

Lower school	close Cummer - approx. 90 close Silverview - approx. 80	Lower school pop.	170	
Middle school	enrolment from Northmount:	275	380	
	enrolment from Gr. 6: Cummer, Silverview, McKee, Lillian	105		
	Other Lower schools kept open in area:			
	McKee - (249 less 39)	210		210
	Lillian -(241 less 30)	210		210
	Snowcrest -(217 less 25)(Snowcrest + Gr. 6 go to Zion)	190		190

* * *

WILLOWDALE *- combines lower and middle schools - Resulting Population:* **585**

Lower school	close Edithvale - approx. 95 close Churchill - approx. 150	Lower school pop.	245	
Middle school	enrolment from Willowdale:	220	340	
	enrolment from Gr. 6: Edithvale, Churchill, Cameron, Yorkview	120		
	Other Lower schools kept open in area:			
	Cameron - (199 less 30)	169		169
	Yorkview - (387 less 47)	340		340

* * *

/continued

R. J. LANG - combines lower and middle schools - Resulting Population: 645

Lower school	close Drewry - approx. 95 close Kenton - approx. 240		Lower school pop.	335
Middle school	enrolment from R. J. Lang:	250		310
	enrolment from Gr. 6: Drewry, Kenton	60		

* * *

FISHERVILLE - middle school only - may eventually become combined
- Resulting Population: 400

Middle school	enrolment from Fisherville	295	400
	enrolment from Gr. 6: Rockford, Pleasantview	105	
	Other Lower schools kept open in area:		
Lower School	Rockford - JK - 5 450		450
	Pleasantview - JK - 5 315		315

* * *

Total Number of Schools: 14 *Total Student Population:* 5,204

Note: All figures are approximate.